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ABSTRACT

The final report describes activities of Project First Chance, Interactive Outreach Project, a program to stimulate the development of improvement of educational services to preschool handicapped children and their families. The project was also designed to provide outreach to culturally diverse populations (primarily Navajos) and to programs in Arizona and other states. Indicators (in table form) depict the project's impact in the areas of awareness, training, product development, and state involvement. Evidence of effectiveness in the demonstration site is documented in three ways: ABACUS (Arizona Basic Assessment and Curriculum Utilization System) pre/post scores describing progress in body management, self care, communication, preacademics, and socialization; data from individualized programs; and data from group programs. Outreach data are presented in tables showing gains in 13 outreach sites. Extensive appendixes include training session agendas; logs of participants trained, parent contacts, and visitors to the model demonstration site; and many examples of ABACUS materials. (CL)

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PROGRAM PERFORMANCE REPORT (Discretionary Grants)

FORM APPROVED
OMB NO. 51-R1091

Further monies or other benefits may be, but will not necessarily be, withheld under this program unless this report is completed and filed as required by existing law and regulations (45 CFR 121, GSA FMC 74-7).

Part I

All grantees with awards from programs listed under "General Instructions" above respond.

1. Date of Report: September 20, 1982	**2. Grant Number:** G-008100869
3. Period of Report: From: July 1, 1981	**To:** June 30, 1982

4. Grantee Name and Descriptive Name of Project:
University of Arizona - Project First Chance:
Arizona Behavior Analysis Interactive Outreach Program

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Certification: I certify that to the best of my knowledge and belief this report *(consisting of this and subsequent pages and attachments)* is correct and complete in all respects, except as may be specifically noted herein.

Typed Name of Project Director(s) or Principal Investigator(s): Jeanne McRae McCarthy, Ph.D.	Signature of Project Director(s) or Principal Investigator(s): Jeanne McCarthy, Ph.D

Part II *("Accomplishments" Reporting)*

A. All grantees, except for those with awards under 13.443 are to respond to this Section A. Grantees under 13.443 go to B of Part II.

All grantees with awards under 13.444 except those supported solely for "Outreach" activities are to follow the organization of categories listed below in presenting their performance reports. The categories are based on activities common to all Early Childhood projects with the exception noted above for projects solely supported for outreach activities.

(1) Direct and Supplementary Services for Children's Services
(2) Parent/Family Participation
(3) Assessment of Child's Progress
(4) Inservice Training for Project Staff
(5) Training for Personnel from other Programs or Agencies
(6) Demonstration and Dissemination Activities
(7) Coordination with other Agencies
(8) Continuation and Replication

The grant application for programs 13.445, 13.446, 13.450, and 13.520 provided for the following functions or activities as categorical headings in the budget and narrative sections:

Research and Development	Dissemination
Demonstration/Service	Preservice/Inservice Training
Evaluation	

Programs 13.451, and 13.452 do not usually require a breakout since the primary function or activity is intrinsic to the respective program.

For each of the above programs, functions, or activities *(as well as those of special import for certain programs; e.g., replication, advisory councils, parent involvement)* discuss the objectives and subobjectives presented in the approved application *(in narrative format)* in terms of:

(a) Accomplishments and milestones met.
(b) Slippages in attainment and reasons for the slippages.

Refer back to your application and utilize your quantitative quarterly projections, scheduled chronological order and target dates, and data collected and maintained as well as criteria and methodologies used to evaluate results for (a) and (b). For grantees under 13.444, in discussing training or personnel from other programs, include descriptions of types of training, institutions or organizations involved, and numbers of trainees and hours of training received.

Also highlight those phases of the plans of action presented in your application that proved most successful, as well as those that upon implementation did not appear fruitful. NOTE: Outreach grantees are to discuss accomplishments and slippages in terms of replication and stimulation of services, resources provided and field testing and dissemination and training in terms of types of personnel receiving training and the number of hours involved.

Grantees finishing this portion of Part II, go to C of Part II.

B. Reporting for Grantees under 13.443 *(Research and Demonstration).*

Discuss major activities carried out, major departures from the original plan, problems encountered, significant preliminary findings, results, and a description and evaluation of any final product. Either include copies of, or discuss: information materials released: reports in newspapers, maga-

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mental stage, special methods, techniques and models developed; scales and other measuring devices used.

When finished with this portion of Part II, 13.443 grantees go to C of Part II.

C. All grantees are to respond to this section C. Discuss the following:

(1) Unanticipated or anticipated spinoff developments *(i.e., those which were not part of your originally approved subobjectives, but which are contemplated within the purpose of the Education for the Handicapped legislation, such as new cooperative inter-agency efforts, a de-*

mandatory or other State legislation affecting earl cation, relevant new course offerings at universitie etc.)

(2) Where outputs are quantified in response to any po of Part II, relate quantifications to cost data for co tation of unit costs. Analyze and explain high-cost

(3) Indicate other matters which you would like OE to know about *(e.g., community response to the proj matters concerning the project's working relationsh with OE, technical assistance of OE staff, or any ot relevant subject.)*

Part III

All grantees with a Demonstration/Service function or activity, except for 13.444 grantees who are solely supported for "outreach" activities, are to complete Tables IA, IB, and IC. All grantees under 13.451, as well as those under other handicapped programs with a Preservice/Inservice Training activ are to complete Table II. All grantees under 13.444 excep those who are supported solely for "outreach" activities, a to complete Tables IIIA and IIIB.

Table IA – Demonstration/Service Activities Date (Continuation/Demo Site)

Children

Enter actual performance data for this report period into the appropriate boxes. Use age as of the time of the original application, or the continuation application, whichever is later. On lines above line 11, count multihandicapped individuals only once, by primary handicapping condition, and indicate the number of multihandicapped in line 12. Data for line through 11 are for those directly served; i.e., services to enrolled or receiving major services, and not those merely screened, referred or given minimal or occasional services.

Type of Handicap	Number of Handicapped Served by Age					
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10-12	Ages 13-18	Age and O
1. Trainable Mentally Retarded		3				
2. Educable Mentally Retarded		3				
3. Specific Learning Disabilities						
4. Deaf-Blind		0				
5. Deaf/Hard of Hearing		0				
6. Visually Handicapped		1				
7. Seriously Emotionally Disturbed		0				
8. Speech Impaired		0				
9. Other Health Impaired		2				
10. Orthopedically Impaired		0				
11. Total		9				
12. Multihandicapped		3				

If the data in the above table differ by more than 10 percent from the data originally presented in your approved application please explain the difference.

Type of Staff	Number	
	Full-time	Part-time (As Full-time Equivalents)
Professional Personnel (excluding teachers)	3	
Teachers	1	
Paraprofessional	1	

Table IC

If applicable: Services to Those Handicapped Not Included in Table IA

Service	Number of Handicapped
Screened	50
Diagnostic and Evaluative	4
Found to Need Special Help	2 referred
Other Resource Assistance	4 follow-up

Table II

Preservice/Inservice Training Data

Handicapped Area of Primary Concentration	Number of Persons Received Inservice Training	Number of Students Received Preservice Training by Degree Sought:			
		AA	BA	MA	Post-MA
Multihandicapped					
Administration					
Early Childhood					
Trainable Mentally Retarded					
Educable Mentally Retarded					
Specific Learning Disabilities					
Deaf/Hard of Hearing					
Visually Handicapped					
Seriously Emotionally Disturbed					
Speech Impaired					
Orthopedically and Other Health Impaired					
TOTAL					

If data in Table II above differ by more than 10 percent from those in your approved application, explain.

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Executive Summary

This final report of the third year of the Project First Chance Interactive Outreach Project is presented in the following sequence:

1. Accomplishments and milestones met with previously committed outreach sites; with new outreach sites, and with culturally diverse populations;
2. Indicators of Impact Across All Activities;
3. Evidence of Effectiveness documented with ABACUS pre/post scores, data from individual programs of progress from baseline which documents that progress is attributable to the program, and group program data.
4. In addition to pre/post data from the model demonstration site on 8 children in that class, 13 outreach sites have supplied ABACUS data on 125 children. The data has been analyzed for each project, with group progress as well as individual progress documented and reported graphically as well as in narrative fashion to be included in the final report of each site. The data sheets on 125 children account for the size of this report.
5. The Evaluation Summary presents data on the degree of accomplishment of the three principlal objectives, and each of the subordinate objectives and activities presented in the original proposal.

The volume and complexity of this report makes it difficult for the reader to fully comprehend all of the significant details. Additional research reports are planned to be disseminated at a Project First Chance Conference at the University of Arizona, October 21, 22, and 23, 1982. The ABACUS pre/post data on Communication is being analyzed for publication. Because many of the children involved are from culturally diverse populations, the presence or absence of specific linguistic categories is of special interest. These data will be reported at the Early Childhood Conference in Washington, D.C., on December 16, 1982.

FINAL REPORT

SECTION 1

1. Accomplishments and Milestones Met

The 1981-1982 funding period has been our most rewarding year yet. In our third year of outreach, many of the seeds which have been planted in prior years are sprouting, while other projects are coming to fruition.

The major accomplishments for this year can be summarized under

(1) Providing support for maintenance and expansion of previously committed outreach sites, both within Arizona and out of state.

(2) Providing awareness, training, and support for new outreach sites, both within Arizona and out of state.

(3) Providing awareness, training, program modifications, and support for culturally diverse populations.

Providing support for maintenance and expansion of previously committed outreach sites both within Arizona and out of state. Within Arizona, the Educational Intervention for Preschoolers Project (E.I.P.) is providing service to preschool handicapped children through an identification, staff training and follow-up model. E.I.P. is presently using the Assessment, Curriculum and Data Management components of our model. All training of E.I.P. staff members and participating day care center staff members was provided by Project First Chance.

Outstanding success has been achieved in Texas with the support of the Texas Education Agency through the Early Childhood Coordinator and the Regional Service Centers, including Regional Service Center XI (Forth Worth), Regional Service Center IV (Houston), and the Regional Service Center in Huntsville and LEA's in the Austin and Lamar area. Lamar Consolidated School District has two early childhood special education coordinators trained as trainers to provide Project First Chance training to other LEA's and programs within their region. They independently trained six other agencies last year. In addition, they have involved the early childhood kindergarten staff in adopting the Project First Chance screening, assessment and curriculum in their kindergarten programs. This extension of the materials has been done with our staff serving as consultants.

Providing awareness, training, and support for new outreach sites both within Arizona and out of state. Because the State of Arizona has prohibitive legislation with regard to preschool handicapped, establishing replication sites within the State of Arizona has been a difficult goal. This year's efforts have been most successful resulting in full replication for the Mohave Valley preschool handicapped program and partial replication for the Social Skills Training for Physically Handicapped Preschoolers Project and Sahuarita Preschool Handicapped Project. In addition, several other sites were established within Arizona and will be discussed in the next area, culturally diverse populations.

Two new out of state sites replicated the Project First Chance model and were trained this year and are in full swing. One is the Infant Preschool Special Education Program in Santa Barbara, California and the other is Project Full Potential in Richmond, California.

Providing awareness, training, program modifications, and support for culturally diverse populations. The major accomplishment of the year is the cooperative efforts between Project First Chance and the American Indian agencies serving preschool handicapped children in the State of Arizona. Awareness, training, and follow-up has occurred both at the model site in Tucson and the site of the replicating agency, which has included such difficult to access areas as Tsaille, Arizona, Parker, Arizona, and Sells, Arizona. For example, the Navajo Child Development Center serves all of the handicapped preschoolers on the Navajo reservation. There are five special education coordinators and over 25 special education teachers. Project First Chance provided two weeks of training and material adaptation for the special education teachers and four weeks of intensive training for the special education coordinators so that they would be prepared to serve as teacher trainers. In addition, materials were modified so that they would best represent the Navajo culture. The special education coordinators are presently translating the assessment device into Navajo.

PROJECT FIRST CHANCE

1981-1982

INDICATORS OF IMPACT

Minimum Indicators of Impact are presented on all six components of Outreach activities:

1. Product Development and Distribution
2. Awareness
3. Stimulating Sites
4. Training
5. State Involvement
6. Other

The Informational Summary Format, together with Figures 1, 1A, 2, 3, 4, and 5, which follow summarizes the quantifiable data available.

These components of the informational summary of Indicators of Impact are self-explanatory with the exception of Awareness, Stimulating Sites, and Training. In accordance with information disseminated in the Outreach Project Director's meeting on September 10, 1980, the following guidelines have been used:

Awareness refers to the dissemination of general knowledge about the project;

Stimulating Sites refers to training provided to personnel from those fiscal agents using the services to children or services to families components to serve children;

Training has been documented separately from Awareness and replication site training and refers to competency based modules involving University training programs, generally a three week practicum, an eight week or a fifteen week student teaching experience. One-day teacher inservices have been included in the Awareness component.

2. Indicators of Impact Across All Activities

INFORMATIONAL SUMMARY FORMAT

OUTREACH ACTIVITY	IMPACT INDICATOR	OUTPUT
AWARENESS	- Number of persons requesting materials/ information by phone or letter	220
	- Number of persons visiting demonstration/ continuation site	145
	- Description of Awareness presentations (see Table)	
	- Number of Awareness presentations	
	- Number of persons involved	2950
PRODUCT DEVELOPMENT AND DISTRIBUTION	- Number of products developed/revised	12
	- Number of products distributed to number of persons	520
	- Number of children receiving new/improved services via use of selected materials or components of model	NA
STIMULATING SITES	- See Tables 1A, 1B, 1C, 1D	
	- Information by replication site (see Table 1)	
	- Number of staff trained (see Table 5)	293
TRAINING	- See Table 2	
	- Number of higher education institutions incorporating model component(s) into course work	2
	- Amount and source of funding provided by others to support training experiences	-

INFORMATIONAL SUMMARY FORMAT
(continued)

OUTREACH ACTIVITY	IMPACT INDICATOR	OUTPUT
STATE INVOLVEMENT	- Recognized assistance in developing or amending state plans, state policies, or legislation	YES
	- Recognized assistance in supporting new positions/structure for early childhood within SEA or other state agencies	YES
	- Number of publications developed and number distributed with project's assistance in program guidelines, license, or certification, etc.	12
OTHER	- Number of children served with increased high quality services, e.g., accurate results in screening/diagnostic procedures and subsequent direct services	556/22 sites
	- Number of persons receiving information on sources of funding, writing proposals, and receiving funding	400
	- Cost benefit consideration and analyses	NA

TABLE
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

ontact Person: ame/Address gency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Ser vices at Existing Sites (Yes/No)
CSON, AZ							
Model Demo A. C. Navarro Sunnyside School District #1 4238 E. Ginter 294-1440	3	$40,615 State and local sources	Total Model		Yes		Yes
Project AMOR Sylvia Guerreo Headstart No. 6th St. 884-8667	1	DES	Assessment Curriculum Data Monitoring	3 2-5 yrs.		Yes	
Project AMOR Martha Aldarete Headstart W. 33rd St. 884-8667	1		Assessment Curriculum Data Monitoring	3 2-5 yrs.		Yes	
Social Development for Physically Handicapped Preschoolers (TACC) Susie Peterson 2555 E. 1st Suite 103 881-8940	5	Preschool Incentive Grant	Assessment	17 3-5 yrs.	Yes	Yes	
Schools: Outer Limits PS Charleen Green							
Tucson Nursery Christine Pat							

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

ontact Person: ame/Address gency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Se vices at Ex isting Site (Yes/No)
New Horizona Pam Roden-Rider							
Small World PS Julie Golder							
Career Woman's Shara Maynes							
Early Intervention for Preschoolers (E.I.P.) Linda Nadel 2555 E. 1st St. Suite 103/85716 881-8940	15	Title XX	Assessment Curriculum Modified data monitoring	30 3-5 yrs.	Yes	Yes	Yes
Schools: A Mountain Ruby Anderson 1665 So. Cholla 882-3872							
El Pueblo Norma Rodriquez 101 W. Irvington 294-5549							
El Rio Babs Gomez 1390 W. Speedway 623-5912							

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
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ontact Person: ame/Address gency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Services at Existing Sites (Yes/No)
Manpower Stella Mitchell & Vickie Sanchez 745 N. 5th Ave. 791-9460							
Menlo Park Bea Jiminez 150 S.Westmoreland 882-0523							
Pascua Corene Brooks 2265 N. Calle Central 623-3817							
Peggy's Day Care Peggy Bromley 800 S. Tucson Blvd. 624-7628							
Children's Living and Learning Jane Willsey 3025 N. Winstel 327-1929							
United Child Care Paula Hokanson 2199 E. 36th St. 623-4454							

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

ntact Person: me/Address gency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improve vices a isting (Yes/No
RIZONA ahuarita Preschool Project huck Sprague .O. Box 26 ahuarita, AZ 5629 91-2836 Schools: Susan Hill Sahuarita Elem & Sopori Elem	2	Local and PL 94-142	Assessment Socialization	50 3-5 yrs.	Yes	Yes	
NRICH Program al McGrady eslie Small 555 N. Stapley Dr. esa, AZ 85203 02-898-4976	3	VI-B (Discretionary) Preschool Incentive	Curriculum Data Monitoroing			Yes	

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

ontact Person: ame/Address gency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improve vices a isting (Yes/No
RIZONA							
ohave Valley School District arry Morris .O. Box 5070 ohave Valley, AZ 6440 68-2212	3	Part B Discretionary Grant & Preschool Incentive Grant	Total Model	7 3-5 yrs. MR		Yes	
nfant Stimulation Program Special Learning Center lizabeth Sequeros ells, AZ 83-2221	2		Total Model	7 2-5 yrs. MR, SH, MH		Yes	
roject Headstart saac Salcido t 1 Box 29X arker, AZ 5344 62-4311	4	Indian Headstart	Assessment Curriculum	3-5 yrs.		Yes	
roject Yaqui arol Loumeau 821 W. Calle Vicam ucson, AZ 83-2838	3	HCEEP	Assessment Curriculum	10 3-5 yrs.		Yes	

DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

Contact Person: Name/Address Agency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Imp vic ist (Ye
CALIFORNIA							
Alan Sigel Project Full Potential Richmond, CA 415-223-3634	4	State/Local and PL 94-142	Total Model	8 2-5 yrs. MR, LD	Yes	Yes	
Christy Soto Infant Preschool Special Education 1343 Skyline Way Santa Barbara, CA 93109 805-965-4757	2	State/Local PL 94-142	Total Model	30 2-5 yrs. MR, LD, EH, MH, SH		Yes	

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

tact Person: e/Address ncy	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved S vices at E isting Sit (Yes/No)
TIN, TEXAS							
gie Sanford cation Service nter, Reg. XIII 3 N. Lamar 52 -458-9131					Yes		
hools:							
san Tobert w Braunfels	3	State/Local	Total Model	12 3-5 yrs.			Yes
nroe Elem. stin	2	State/Local	Total Model	7 3-5 yrs.			Yes

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

Contact Person: Name/Address Agency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Services at Existing Site (Yes/No)
FT. WORTH, TEXAS							
Sharon Fikes Education Service Center Reg. XI 3001 N. Freeway 76106 817-625-5311					Yes		
School:							
Dee Patrick Timber Creek Elem 1900 Timber Creek Rd. Louisville, TX 75067 214-436-3558	2	State/Local	Total Model	10 3-5 yrs. MR, LD	Yes	Yes	

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

Contact Person: Name/Address Agency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Services at Existing Site (Yes/No)
HUNTSVILLE, TEXAS							
Education Service Center Reg. IV Al Stewart 3332 Montgomery Rd. 77340 295-9161					Yes		
Schools:							
Navasota ISD Navasota Elem. Jackie Baker	2	State/Local	Total Model	9 3-5 years MR, LD, SH			Yes
Conroe ISD Resouce & Development Center Jacque Minter	2	State/Local	Total Model	5 3-5 yrs. MR, SH, SPH			Yes
Bryan ISD Henderson Elem. Marsha West	2	State/Local		9 4-6 yrs. VH, MR, LD			Yes
Brenham ISD Brenham Elem. Phoebe Smith	2	State/Local	Total Model	16 3-6 yrs. MR, LD			Yes
Conroe ISD Oakridge Elem Tricia Knight	2	State/Local	Total Model	10 3-5 yrs. MR, LD, VH, SH			Yes

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

Contact Person: Name/Address Agency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Services at Existing Sites (Yes/No)
HUNTSVILLE, TX							
Schools: cont.							
Conroe ISD B.B. Rice Elem Suzette Moore	2	State/Local	Total Model	10 2-5 yrs. MR, LD, SH, AH			Yes
Georgie Berry/ Barbera Coleman Huntsville ISD Huntsville MS	2	State/Local	Assessment Curriculum	12 3-6 yrs. MR, LD, SH, AH, ED			Yes

TABLE 1 Continued
DESCRIPTION OF DEMONSTRATION-CONTINUATION SITES
AND REPLICATION/MODEL UTILIZATION SITES

Contact Person: Name/Address Agency	# of Full/ Part Time Staff	Amount(s)/ Source(s) of Funding	Model Components Used with (*) & Without Adaptation	# of Children served: Age Range/Handicapping Condition	Child Progress Data to be Reported in June, 1982	New Services Not Previously Supported (Yes/No)	Improved Services at Existing Sites (Yes/No)
ROSENBERG, TEXAS							
Marcia Vogelsang Lamar CSD 930 E. Stadium Dr 77471 713-342-5521					Yes		
Schools:							
Robert E. Lee Elem. Early Childhood Program Liz Hoot	2	State/Local	Total Model	7 3-5 yrs. MR, LD, MH			
Robert E. Lee Elem. Early Childhood Program Brenda Horner	2	State/Local	Total Model	8 3-5 yrs. MR, LD, MH			
Robert E. Lee Elem. Early Childhood Betty Plant	2	State/Local	Total Model	8 3-5 yrs. MR, LD, MH			
Lamar Kindergarten Program Lamar CSD	18	State/Local	Assessment Curriculum Group Monitoring	65 5 yrs.			

TABLE 3

OVERALL SUMMARY OF IMPACT ON CHILDREN

	New Services Not Previously Supported	Improved Services at Existing Sites	New Sites FY 1981	Old Sites from FY 1980	Old Sites from FY 1979	Old Sites from FY 1978	Old Sites from FY 1977
Replication/Model Utilization Sites	6 50 children CA 3-6	+24 +214 CA 2-6	6	11	3	1	1
Further Sites Receiving Other Outreach Assistance	16 +292 children CA 2-6		16				

Sites 22

556 # children by age range

TABLE 4

DESCRIPTION OF AWARENESS PRESENTATIONS
FY 1982

Date	Duration	Target	# Persons Involved	Content Summary	Location	Agency	Funding Source	Presenter
2/26	1 day	Pendergest Developmental Preschool Teacher	1	Awareness of all program components	Tucson, Arizona	Pendergest Developmental Preschool		Dr. Vaughn Genevieve Gallardo
8/21	1 day	Preschool Handicapped Teachers, State of Arizona	50	Screening and assessment of preschool handicapped	Phoenix, Arizona			Dr. McCarthy

TABLE 5

SUMMARY OF TRAINING SESSIONS IN PROJECT COMPONENTS
DEMONSTRATION-CONTINUATION SITE/REPLICATION SITES
FY 1982

Date	Duration	Agency	# of Persons Involved	Components Taught	Location	Trainer
7/29 - 7/31	3 days	Region VI Educational Service Center	20	All components	Huntsville, Texas	Genevieve Gallardo
8/10 - 8/11	2 days	White River Indian Head Start	30	ABACUS curriculum	Parker, Arizona	Dr. McCarthy Genevieve Gallardo
9/8 - 9/11	4 days	Project Amor	5	ABACUS curriculum Data Monitoring	Tucson, Arizona	PFC Staff
9/14 - 9/16	3 days	Mohave Valley Preschool Handicapped Program	4	All components	Bullhead City, Arizona	Dr. Vaughn Genevieve Gallardo
9/21 - 9/25	4 days	Region XI Educational Service Center	2	All components	Fort Worth, Texas	Genevieve Gallardo
9/28 - 10/2	5 days	Austin LEA	6	All components	Austin, Texas	Genevieve Gallardo
10/6	1 day	Tucson Association for Child Care	20	Assessment	Tucson, Arizona	Dr. Vaughn Genevieve Gallardo
11/2 - 11/5	4 days	Sells Infant Stimulation Program	2	All components	Tucson, Arizona	PFC Staff
11/9 - 11/10	2 days	Lamar Consolidated School District	50	All components	Lamar, Texas	Dr. Vaughn Dr. McCarthy Genevieve Gallardo
11/30 - 12/4	5 days	Project Full Potential	1	All components	Tucson, Arizona	PFC Staff

TABLE 5
Continued

Date	Duration	Agency	# of Persons Involved	Components Taught	Location	Trainer
11 - 1/13	3 days	Navajo Child Development Center - Special Education Teachers	21	Assessment IEP writing	Flagstaff, Arizona	Dr. Vaughn Genevieve Gallardo
18 - 1/19	2 days	Region XI Educational Service Center	20	All components	Ft. Worth, Texas	Genevieve Gallardo
25 - 1/28	4 days	Sells Headstart Papago, Indians	8	All components	Tucson, Arizona	PFC Staff
1 - 2/4	4 days	Sells Headstart Papago, Indians	8	All components	Tucson, Arizona	PFC Staff
9	1/2 day	Early Intervention for Preschoolers Project	20	Assessment curriculum	Tucson, Arizona	Dr. Vaughn Genevieve Gallardo
10 - 2/11	3 days	Mohave Valley Preschool Project	5	All components	Mohave Valley, Arizona	Genevieve Gallardo
16 - 2/19	4 days	Project Yaqui	4	All components	Tucson, Arizona	PFC Staff
23 - 2/26	4 days	Navaho Child Development Center - Special Education Coordinators	6	All components	Tucson, Arizona	PFC Staff
1 - 3/3	3 days	Navaho Child Development Center	20	All components	Flagstaff, Arizona	Dr. Vaughn Genevieve Gallardo
8 - 3/9	2 days	Project Amor	2	Data Monitoring	Tucson, Arizona	PFC Staff
8 - 3/12	5 days	Pamela Heglos-Mellerune Australia Public Schools	1	All components	Tucson, Arizona	PFC Staff

TABLE 5
Continued

ate	Duration	Agency	# of Persons Involved	Components Taught	Location	Trainer
2 - 3/23	2 days	Lamar Consolidated Public Schools	40	All components	Rosenberg, Texas	Dr. Vaughn Dr. Bos
0 - 5/14	5 days	Santa Barbara Early Childhood Program, Christy Soto	1	All components	Tucson, Arizona	PFC Staff
8	1 day	Project Yaqui	5	All components - review	Tucson, Arizona	Genevieve Gallardo
0	1 day	Sierra Vista Preschool	1	Overview of components	Tucson, Arizona	Genevieve Gallardo
5 - 5/28	4 days	Navaho Child Development Center - Special Education Coordinators	6	All components	Tucson, Arizona	PFC Staff
			Total Number of persons involved 358			

EVIDENCE OF EFFECTIVENESS

Effectiveness has been documented in three ways: ABACUS pre/post scores which describe the child's functioning level in Body Management, Self-Care, Communication, Pre-Academics, and Socialization before entering Project First Chance, and the functioning level in each area after attending the program; data from the one-to-one programs for each child which gives evidence that the gains are attributable to the teaching programs; and data from the group programs which supports the effectiveness of the program.

The ABACUS is the criterion-referenced assessment instrument developed by Project First Chance which consists of 209 objectives referenced to the five broad areas of the curriculum: Body Management, Self-Care, Communication, Pre-Academics and Socialization. This summary provides evidence that change has taken place in each child during his participation in Project First Chance, with gains of 15 to 44 behaviors per child, primarily in the area of pre-academics, which substantial gains in socialization and self-care. These areas had been targeted in the IEP's of most of the children and were, therefore, stressed in the individual and group programs. The nine children in the model demonstration site gained a total of 270 behaviors. Although the numerical gains are impressive, they only tell a small part of each child's story. In order to provide evidence that the effects of these gains are large enough and important enough to be educationally significant, a brief description of the functioning levels of several children before and after the program follows.

J.P. is an extremely complex six year old who, despite his age, was not in school when referred to our program in the second semester of the school year. Although he was only in the program for four months, J.P. posttested on the ABACUS criterion-referenced scale demonstrating mastery of 97% of the 209 behaviors on which he was assessed. His pretest score demonstrated only 77% mastery. Much of this gain is attributed to his success in individual programming particularly in the area of pre-academics, jumping from success on 35 of 58 items at pretest to success on 55 of 58 items at posttest. J.P. will be placed in a regular first grade classroom during the 1982-83 school year.

S.L. was in the program for 7 1/2 months and made the greatest number of total gains of anyone in the program, 44. Unlike J.P. whose major gains were in the pre-academic area, S.L. demonstrated nearly equal gains in all five developmental areas with some acceleration in the pre-academics area. S.L. was diagnosed as mentally handicapped/speech handicapped and will be placed in a program for the mentally handicapped during the 1982-1983 school year.

ABACUS Data

Summary of Behaviors Mastered, Table 1, presents a summary of behaviors gained on the ABACUS and the number of months in the program for each child in the model demonstration class. Using J.C. as an example, it can be seen that he was in the program for 7.5 months and gained 3 behaviors in Body Management, 5 behaviors in Self-Care, 2 behaviors in Communication, 22 behaviors in Pre-Academics, and 5 behaviors in Socialization for a total of 37 behaviors gained.

Individual Child Summary. Tables 2 and 3 depict the percent of ABACUS entry-exit behaviors for the entire group (Table 2) and for each individual child by developmental area (Table 3). For example, in Table 2, J.C.'s total percentage of gain can be seen relative to others in his program and in Table 3 his individual gains for each of the five developmental areas are depicted.

The variations in the cross-categorical population of 5-6 year olds is evident in a visual analysis of Table II. C.R. has achieved only 125 of 209 behaviors upon entering the program, while L.C. has 190 of 209 behaviors upon entering. The margin of gain, therefore, for L.C. was considerably less, 18 behaviors, than for C.R. who gained 36 behaviors because of the "ceiling" effect. While all of the children were 5 or 6 years old, the difference in progress reflects the varying types of handicapping conditions and levels of functioning. It is important to note that only those behaviors which were appropriate to the child's age and ability were targeted to be taught.

Individual Programs

Overview. Individual Education Plans are designed for each child based on his/her performance on the ABACUS. Present levels of performance, annual goals and specific objectives in the IEP are drawn directly from the ABACUS, which is keyed to the five developmental areas of the curriculum: Body Management, Self-Help Skills, Communication, Pre-Academics, and Socialization. ABACUS data serves to place the child in one or more specific individual programs in each of these five areas. Each program consists of tasks, steps, and units which are baselined until the child's instructional program is pinpointed. Each unit in a program is counted as a separate possible behavior. Units for branching programs are also counted as separate behaviors. Thus, each task in the curriculum has been analyzed and the specific number of behaviors involved in the task has been determined.

As soon as a task is targeted for a child, all program steps and units in the task are checked as a part of the baseline process. Baseline data is taken at the beginning of the year and prior to the beginning of individual instruction in each program. This baseline procedure extends and updates the assessment process of the ABACUS. The systematic procedures for teaching and collecting data on each new skill being taught has

TABLE - 1

ABACUS - Pre-Post Gains

Project Demo Site

Valencia Elem.

Angela Roll

		DEVELOPMENTAL AREAS					
CHILD BDCP CODE	MONTHS IN PPC	BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
J.C.	7.5	3	5	2	22	5	37
L.C.	6	2	4	0	10	2	18
S.C.	4.5	1	3	0	10	1	15
G.D.	7.5	2	4	1	20	7	34
S.L.	7.5	3	9	7	17	8	44
G.M.	8	3	9	0	4	5	21
J.P.	4	6	5	4	20	8	43
C.R.	9	6	12	8	6	4	36
M.Y.		3	2	0	12	5	22
TOTAL BEHAVIORS GAINED		29	53	22	121	45	270

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

TOTAL BEHAVIORS

ABACUS

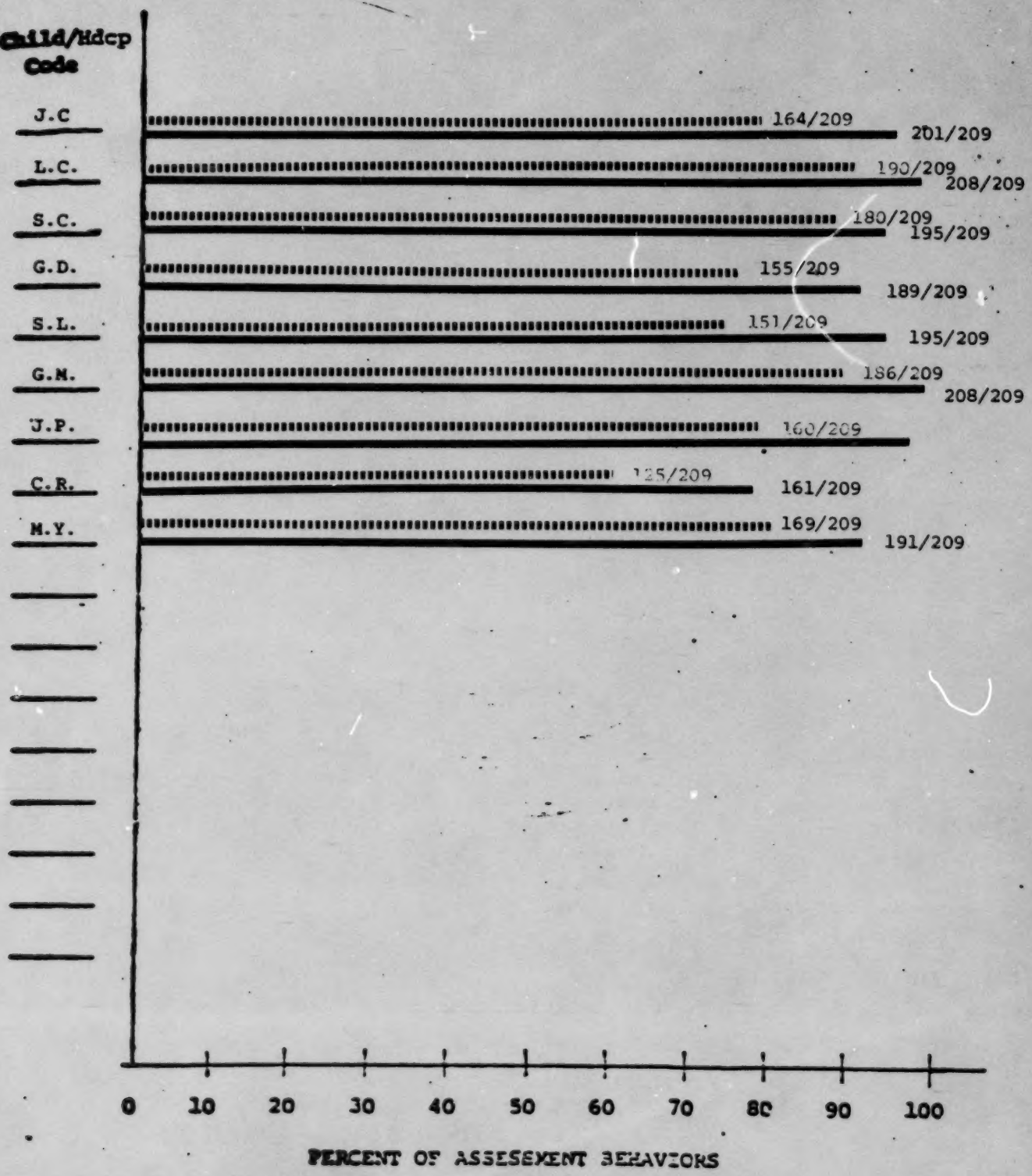


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.C.
Date of Birth 8/14/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

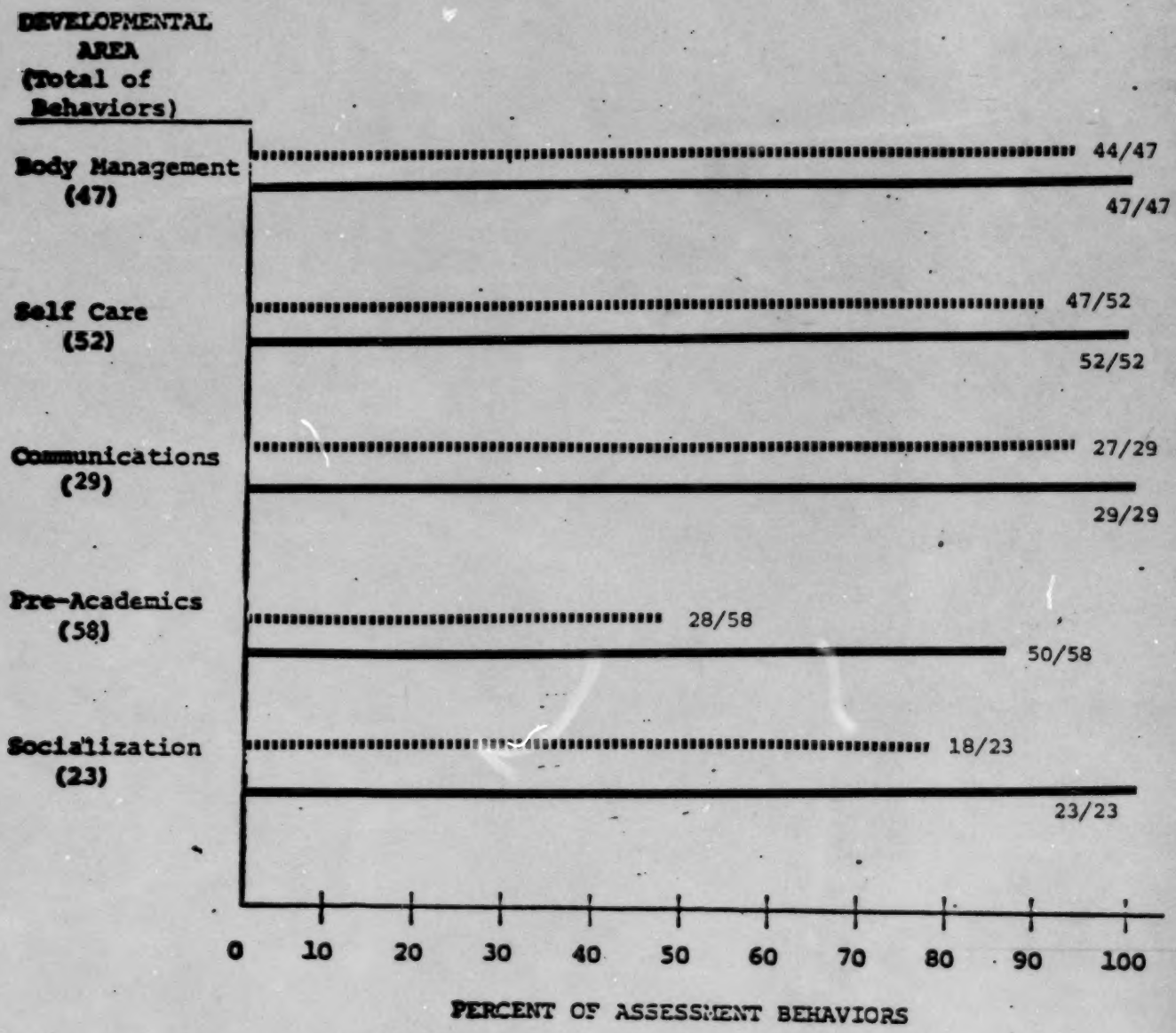


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code L.C.
Date of Birth 7/19/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

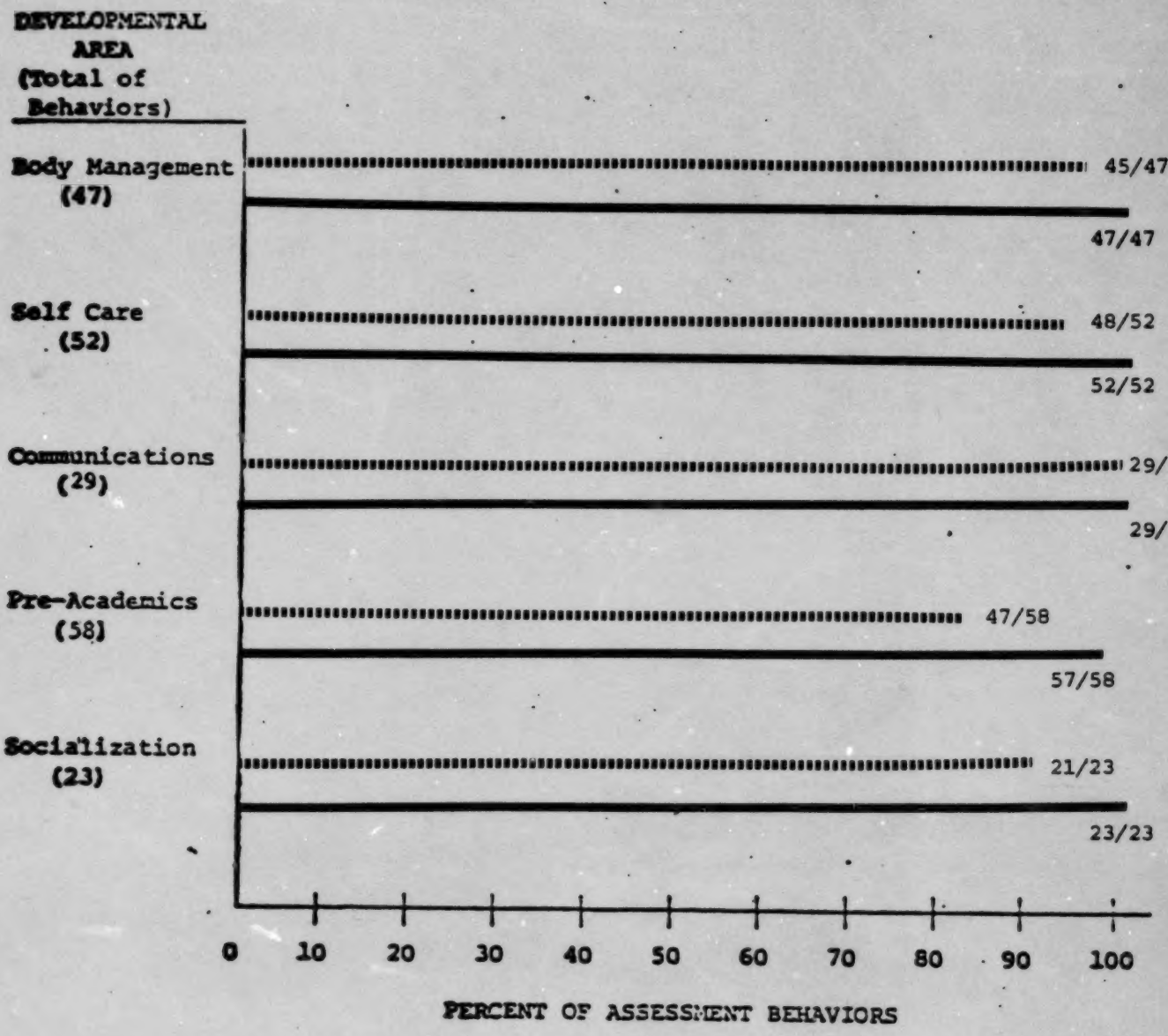


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.C.
Date of Birth 2/4/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

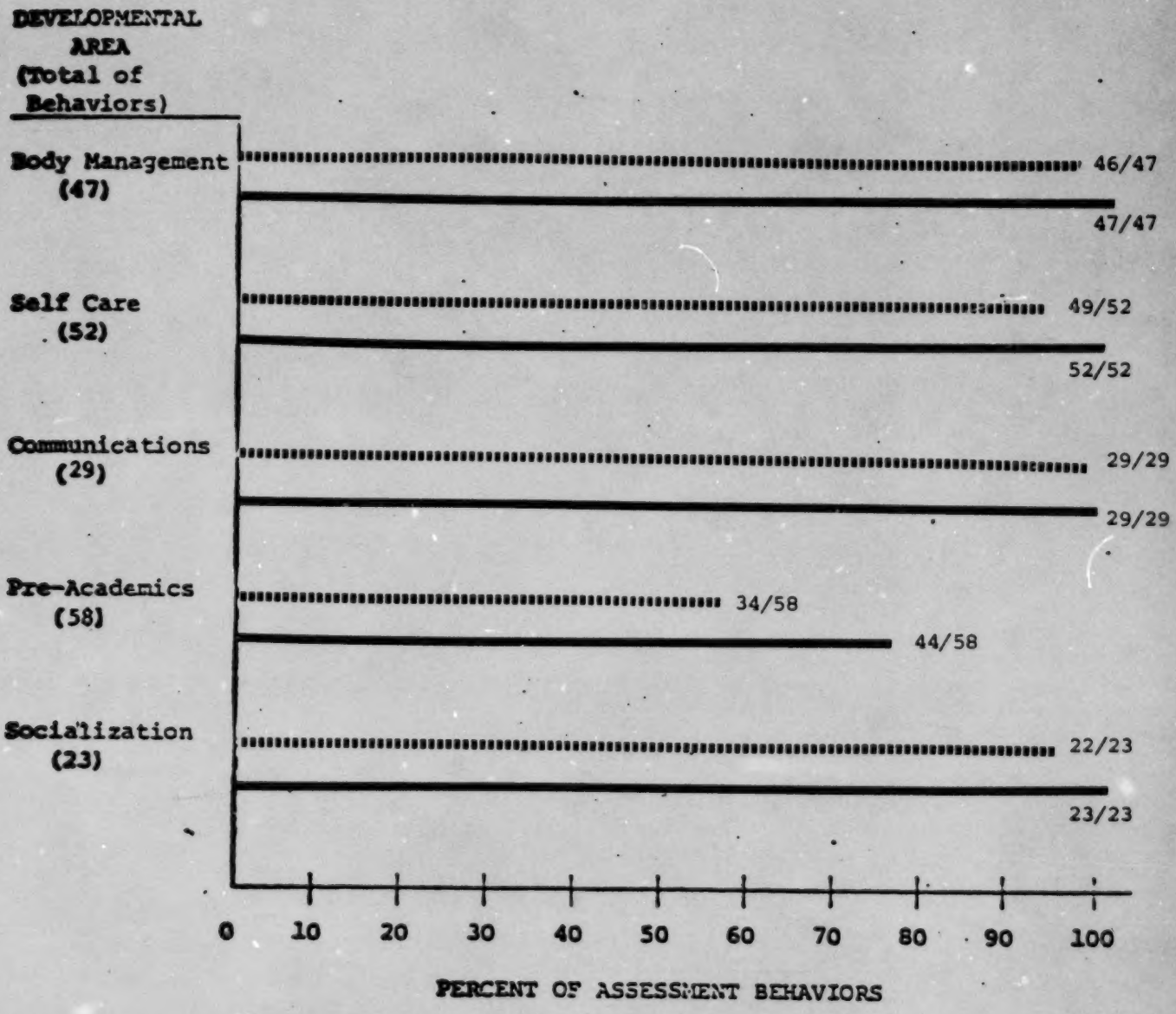


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code G.D.
Date of Birth 7/6/76
Handicapped Code

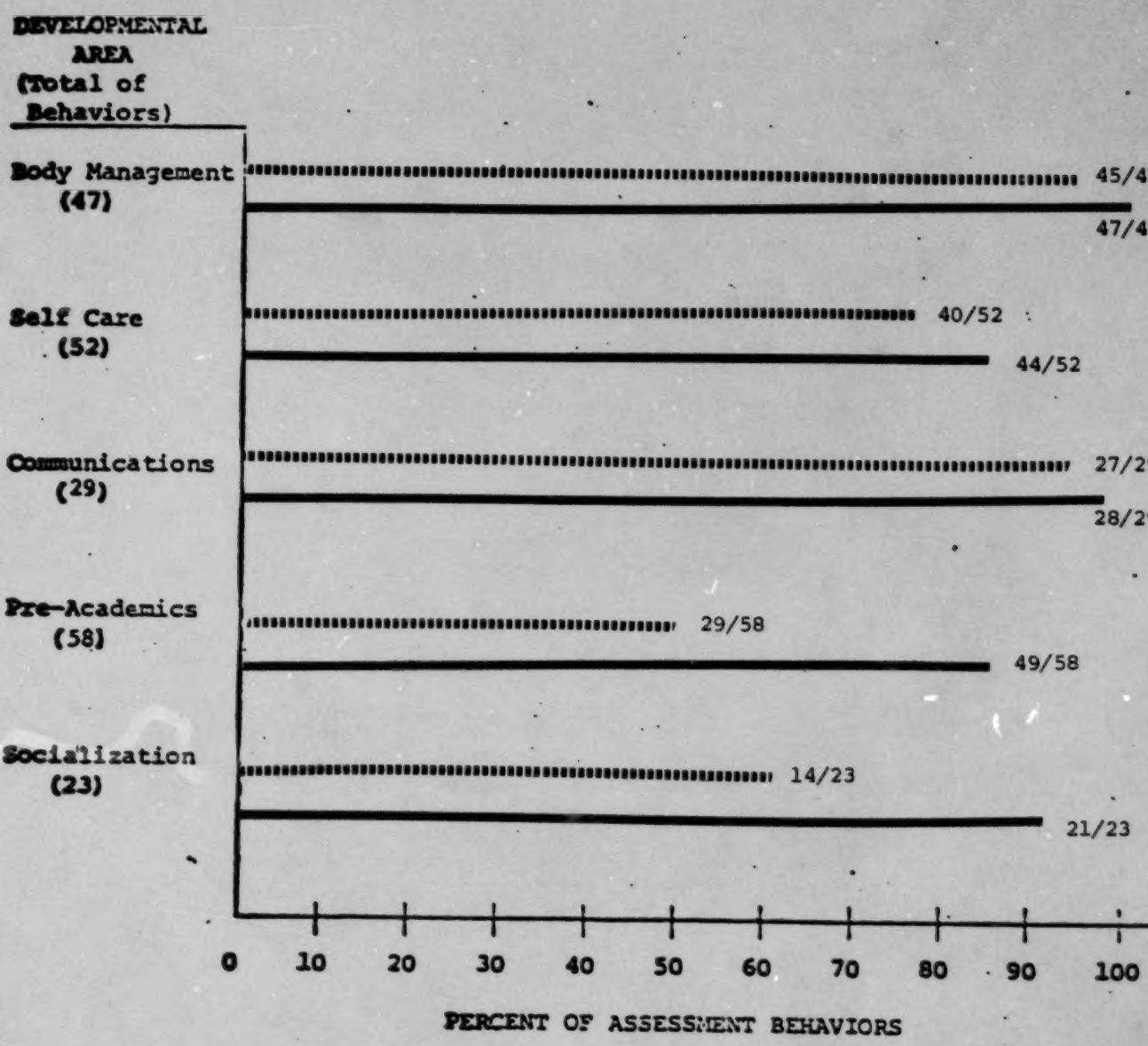


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.L.
Date of Birth 6/21/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

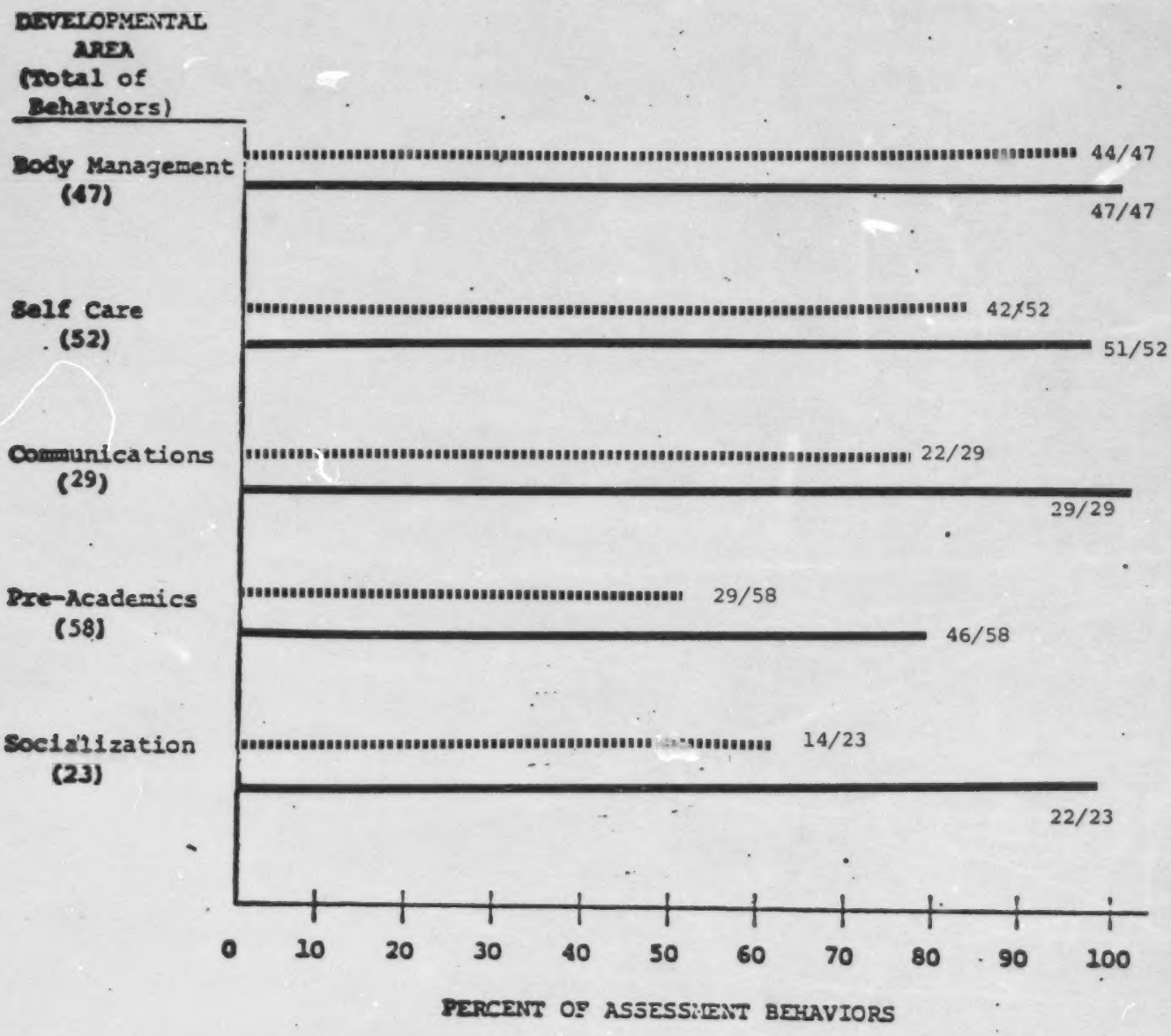


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code G.M.
Date of Birth 5/25/76
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬
(exit/total behaviors)

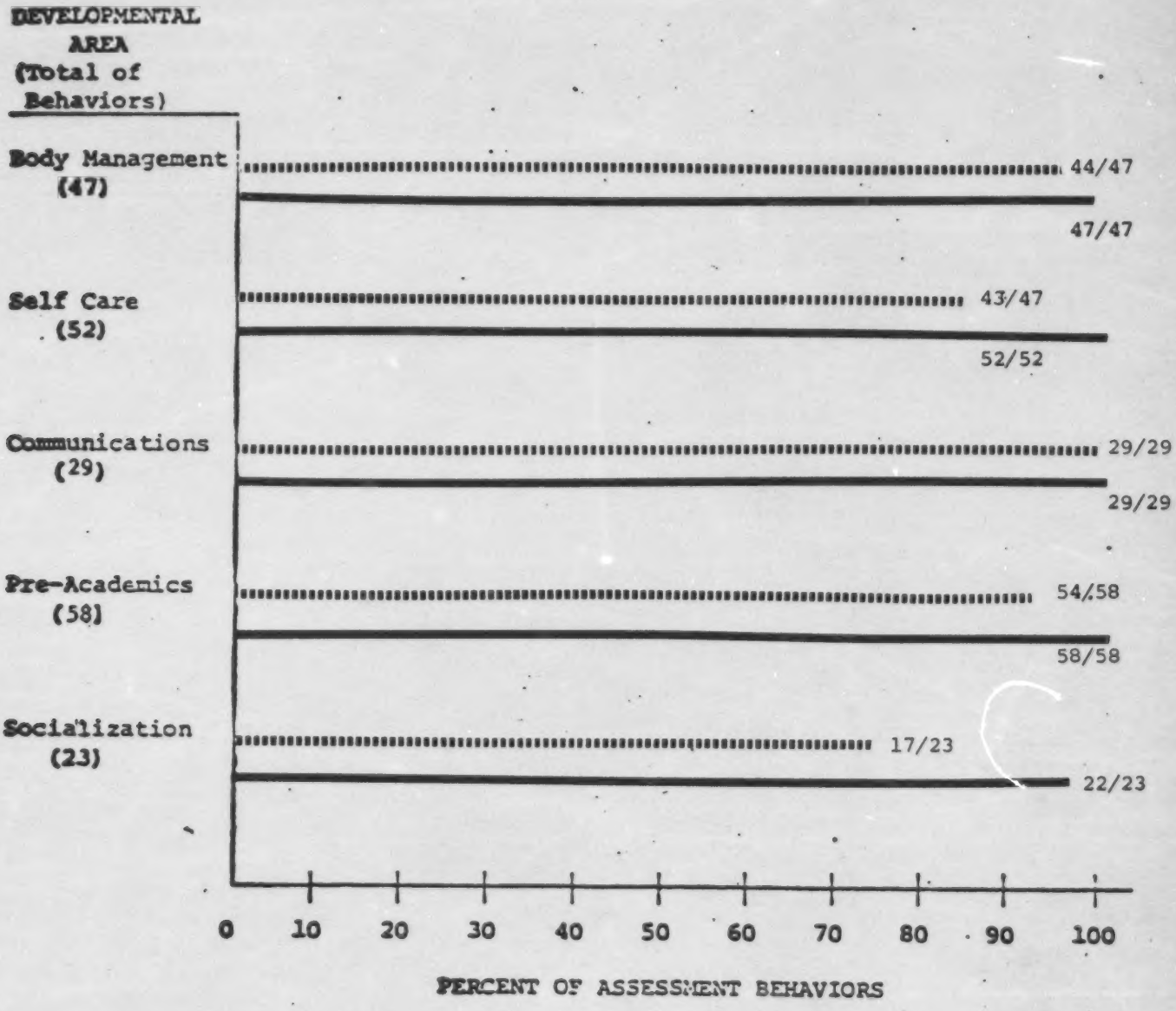


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.P.
Date of Birth 1/18/76
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬▬▬▬▬▬▬▬
(exit/total behaviors)

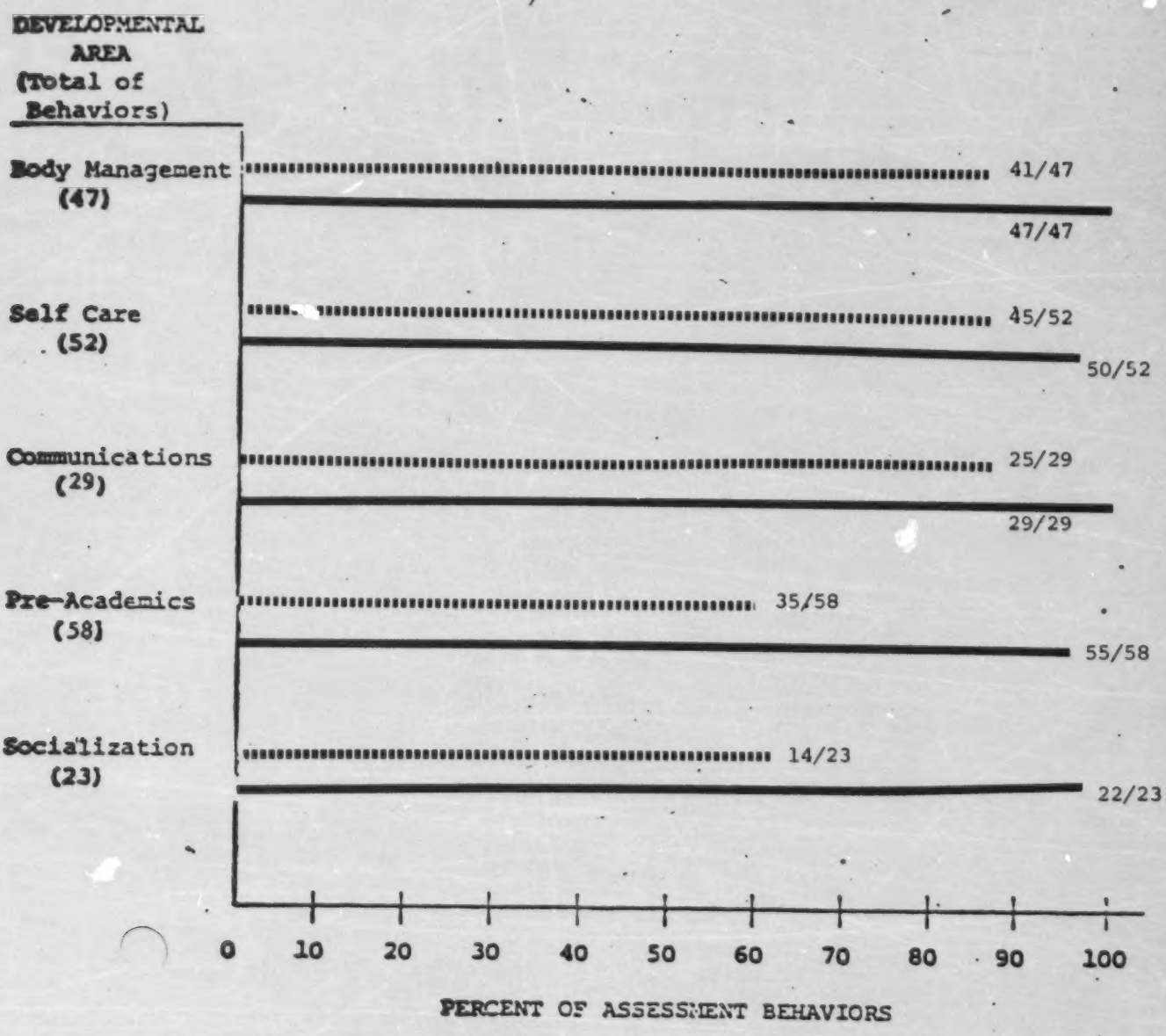


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C.R.
Date of Birth 6/25/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

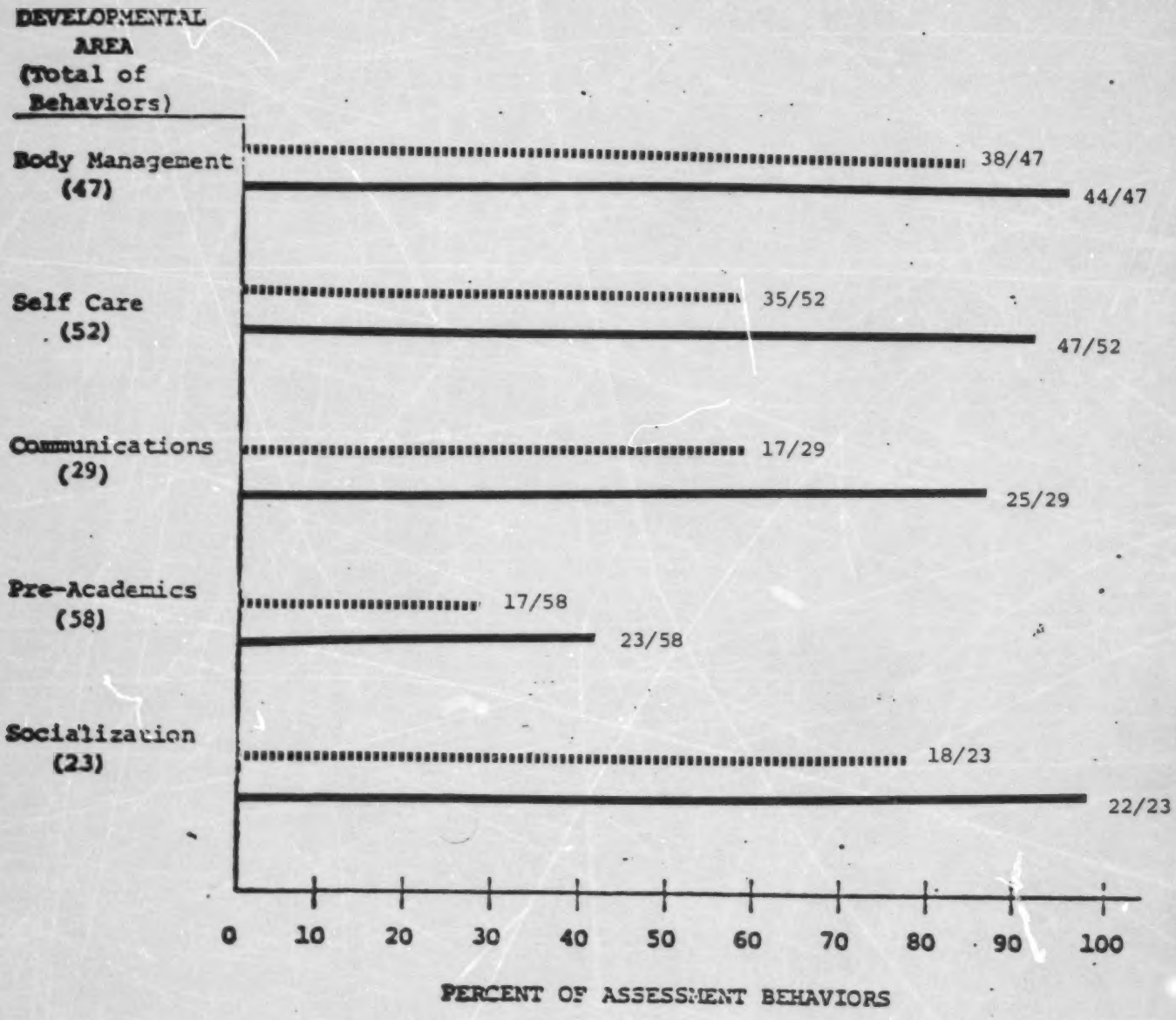


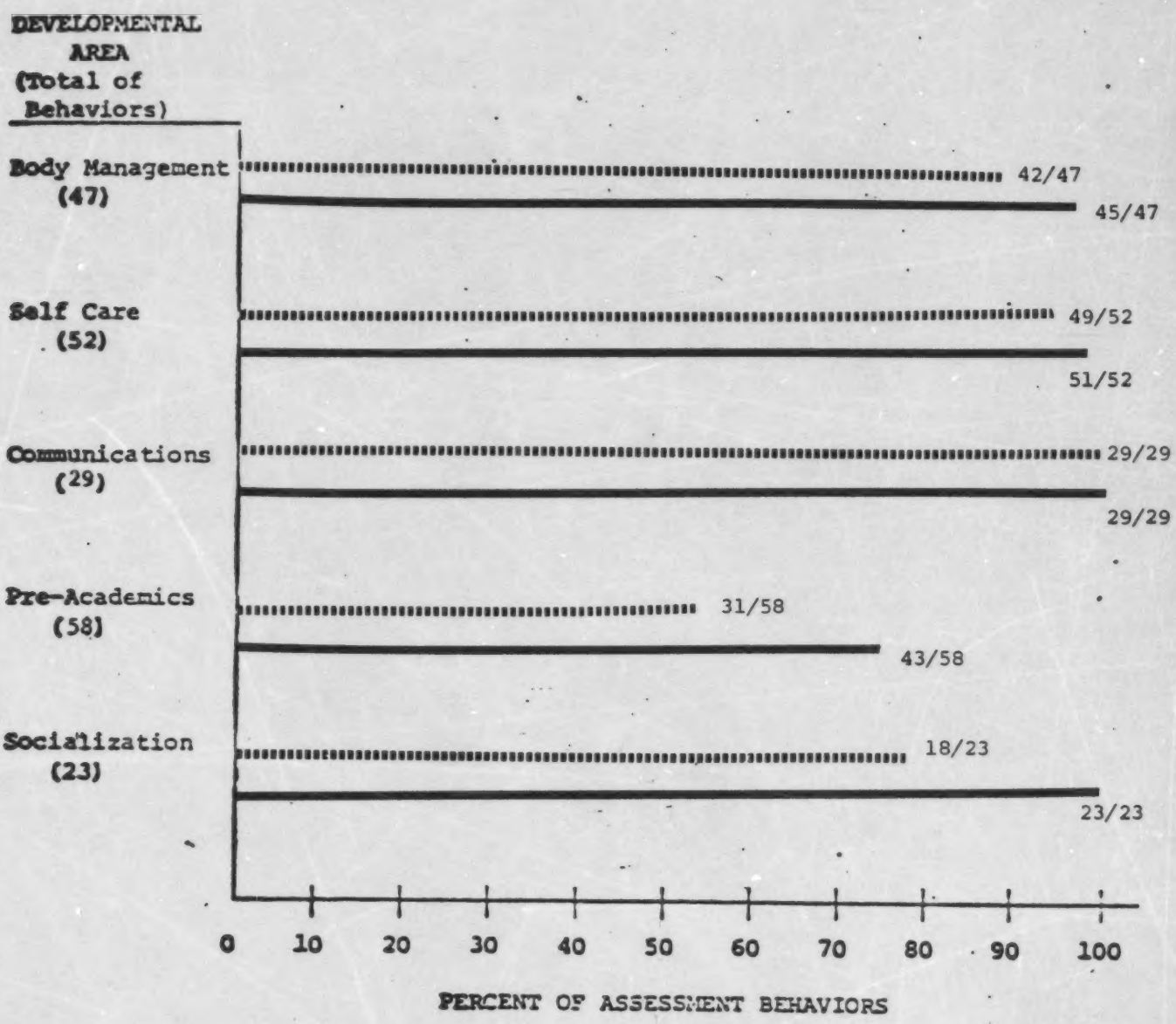
Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code M.Y.
Date of Birth 7/23/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



resulted in individual progress data collected on a daily basis summed weekly and monthly for each child. Data collected each day serves as the basis for updating of each program.

Summary of Individual Programs. Individual program data is the most critical component of this progress documentation. Programs to reflect each child's involvement in Project First Chance have been selected and are presented in Table IV.

The first column of this form indicates the individual child's identification and handicap code as well as his/her entry date into the program.

The second column, labeled Program Code, indicates the three programs selected for each child coded by developmental area and program number. BM-6, for example, refers to the 6th program in the Body Management area of the curriculum, Colors Within a Shape. PA-8 refers to the 8th program in the Pre-Academics curriculum, Identifies and Labels Numerals. C-22 refers to the 22nd program in the Communications curriculum, Following Directions-two step.

The third column, labeled Baseline #1, is divided into DSE and # of Behaviors. The DSE column depicts the number of teaching days since entry into the program that had passed before the first baseline was taken. The Number of Behaviors column indicates the number of behaviors the child had at the first baseline out of the total number of possible behaviors for that program. Each program has been task analyzed to determine the number of behaviors included. Program BM-6 (Colors Within a Shape) consists of 15 steps or behaviors. PA-8 (Identifies and Labels Numerals) consists of 12 behaviors. By baselining each program in each child's IEP, it has been possible to know exactly at what step to start teaching, and also to determine if change has taken place prior to the start of formal instruction.

The fourth column, labeled Baseline #2, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of teaching days that have passed between the first and the second or subsequent baseline. Again, the Number of Behaviors column indicates the number of behaviors the child had after the second or subsequent baseline was taken, out of the total number of possible behaviors for that program.

The fifth column, labeled End of Teaching, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of possible teaching days that passed after the last baseline was taken. The Number of Behaviors column indicates the number of behaviors the child had at the end of training, out of the total possible behaviors for the specific program, usually coded at post-base or the end of the school year maintenance check.

The sixth column, labeled Units Gained, indicates the number of behaviors a child gained from the last baseline to the end of teaching or instructional period. A plus preceding this figure indicates an increase in behaviors from the last baseline to the end of the teaching period.

The seventh column, labeled Teaching Minutes per Behavior, indicates the number of minutes required to teach each behavior in the program. Occasionally teaching minutes information was not recorded. In such cases, the figure in this column will be followed by an asterisk indicating the figure represents only the number of sessions required to achieve the behavior gains.

The eighth and last column, labeled Maintenance, is divided into Days Later and # of Behaviors. The Days Later column depicts the number of possible teaching days that have passed since the end of teaching to the recording of the last maintenance check. The Number of Behaviors column indicates the number of behaviors the child had at the time the last maintenance check was taken out of the total possible behaviors for the specific program. This column is especially important since it indicates the strength with which various behaviors are learned and once learned, maintained consistently over time.

There was great variability among the children in terms of program needs, with few children being placed in the same programs at the same time. The need for individualized programming is clear, with both achievement before entry into the program (ABACUS), and progress in each task varying widely from child to child. It can also be seen that some children had achieved some skills in each task at baseline, and others had none of the necessary behaviors. By pinpointing each child's repertoire of skills, it was possible to avoid teaching a behavior already achieved by the child, or omitting a prerequisite behavior. The critical need for individualized programming for preschool children highlights the need for a curriculum which can be individualized, rather than a standardized curriculum.

From the data in Baseline 2, # of Behaviors column, progress prior to formal instruction can be determined. Gains can be noted in only 2 of 32 programs sampled, due perhaps to maturation, generalization from other programs being taught or unknown reasons. G.D., for example, on program PA-69 had 0 of 10 behaviors in the program at entry, 71 teaching days later possessed 10 of 10 behaviors. He had mastered 10 new behaviors at an average of 2.3 minutes per new behavior. J.P. in program BM-118a performed 0 of 8 behaviors during the first baseline and 0 of 8 behaviors five days later during the second baseline. However, at the end of 21 teaching days J.P. performed all 8 of the behaviors with the average teaching time 1.6 minutes per new behavior. Such documentation of the value of direct teaching has been difficult to determine, and is one of the most important conclusions to be drawn from Project First Chance data as illustrated in Table IV.

The Units Gained data indicate that gains were made on all 44 of the programs selected for display. The 44 programs in which gains were made covered a wide range of functions, and demonstrate the power of individual programming. Strong gains were evidenced by all children

within the limits of the behaviors included in the sample. Because many of the children were preparing for partial placement in a first grade classroom, a heavy emphasis was placed on individual programming in the area of pre-academics.

From the data on Teaching Minutes per Behavior, it can be seen that some behaviors can be taught very quickly to some children, whereas others require much more time. Teaching minutes per behavior ranged from 1.6 minutes per behavior to 31.1 minutes per behavior. This may reflect the fact that the steps in the programs are not of equal intervals, or it may reflect variations between developmental areas, and/or the intra/inter-individual differences among children. The most important point to be made is that direct teaching time is high potency time producing significant behavior gains with minimal time invested.

The data on maintenance indicates that the children maintained all behaviors learned, with no loss through the end of the academic year. Some of the programs were ongoing at the end of the year, since new programs were introduced or other programs were not completed. A formal maintenance check was not done of those programs which were automatically maintained by the next program in the sequence. The formal maintenance check is reported on those programs where all direct teaching was completed. Checks were done within a 1 week, 3 weeks, and 6 weeks period. Occasionally, random selection of the programs to be displayed resulted in programs which were stopped for various reasons, i.e., program curriculum revisions, interfering behaviors, administrative changes, prerequisite behaviors needed, or medical reasons.

In summary, Table IV graphically illustrates the following conclusions:

1. Children vary dramatically in terms of instructional needs, necessitating a curriculum which can be tailored to each child. A standard curriculum without built-in adaptations for individual child needs will not result in optimal gains during the critical period of early childhood.

2. Children progress at individual rates in each developmental area, highlighting the need for an instructional methodology which can be individualized over time.

3. Children learn what they are directly taught. Although most normal children learn indirectly and evidence maturational gains, baseline data on Project First Chance children did not show gains due to the mere passage of time on the skills included in the curriculum. Direct teaching produced dramatic change in behavior which was maintained over time.

4. Children maintain skills mastered through direct teaching and planned maintenance. They do not lose skills learned when attention is directed to new programs, since maintenance is built into subsequent programming. If a child learned to count objects 1-5, he did not forget how to count when a new program was introduced. Maintenance of learning over time is a significant change for children who have been described as "leaky buckets"--learning but forgetting quickly.

mmary of Randomly Sampled Individual Programs TABLE 4

d e ry e	Prog Code	BASELINE # 1 Date	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTEN (check/proc sequence c Ongoing Pro Days later	#
	PA 57	10/21	0/12	3	0/12	87	12/12	12	5.0	40	1 12/
	PA 62	3/16	3/9			40	8/9	5	11.4	Ongoing	
.	SC 33	8/31	0/6	5	0/6	48	6/6	6	6.8	Complete	
	BM 119	12/18	0/8	15	2/8	81	6/8	4	8.2	Ongoing	
	C 45	9/21	2/6	7	2/6	78	6/6	4	31.7	44	6/6
	C 45	2/19	2/6	3	2/6	56	6/6	4	13	Complete	
	C 41	2/15	2/6	3	2/6	61	6/6	4	15.7	Complete	
.	PA 115a	12/4	6/8	7	6/8	75	8/8	2	50.	24	8/8
	PA 115b	12/4	6/8	7	6/8	40	8/8	2	20.5	35	8/8
	PA 115c	2/5	2/8	10	2/8	47	8/8	6	11.2	11	8/8
	PA 85	12/4	10/12	3	10/12	40	12/12	2	15.5	40	12/1
	C 41	2/25	2/6	3	2/6	46	6/6	4	6.5	Complete	
	C 71	4/19	0/5			21	1/5	1	15.0	Ongoing	
	PA 115	1/12	3/8	8	3/8	77	8/8	5	13	Complete	
	PA 81	1/12	1/8	7	1/8	78	4/8	3	30.0	Complete	

Prog Code	BASELINE # 1 Date	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	MAINTENA (check/prog sequence o Ongoing Pro Days later	#
PA 79	11/12	0/8	5	0/8	40	8/8	8	3.5	Maintenance by next program	
PA 61	11/12	4/9	5	4/9	90	12/12	5	3.8	Complete no maintenance	
PA 95	11/18	8/14	3	8/14	81	14/14	6	6.5	7	14/14
PA 69	10/13	0/10	4	0/10	71	10/10	10	2.3	65	10/10
PA 57	10/12	0/12	3	0/12	84	12/12	12	7.6	Maintenance by next program	
PA 115	10/13	0/8	2	0/8	130	4/8	4	31.1	Ongoing	
PA 83	11/16	4/12	9	4/12	107	12/12	8	8.2	Complete/no maintenance	
C 81	2/8	3/7	1	0/7	64	7/7	7	8.1	Complete	
BM 118a	2/8	0/8	5	0/8	21	8/8	8	1.6	Maintenance by next program	
BM 118	3/17	2/8			40	8/8	6	2.3	Complete	
PA 79b	2/5	0/8	3	0/8	22	8/8	6	4.7	Maintenance by next program	
PA 81	3/12	6/8			19	8/8	2	14.5	Maintenance by next program	
PA 85	4/29	0/8			15	8/8	8	.87	Complete	
PA 79	10/9	0/8	8	4/8	29	8/8	4	4.7	Complete M-by next program	
PA 81	11/24	0/11	4	1/11	102	8/11	7	17.4	Ongoing	
PA 115	10/12	0/8	9	0/8	129	8/8	8	18.7	Complete M-by next program	
PA 115a	10/12	0/8	9	0/8	129	6/8	6	25.0	Ongoing	

Child Code Entry Date	Prog Code	BASELINE # 1 Date	BASELINE # 1 # of Beh.	BASELINE # 2 Days later	BASELINE # 2 # of Beh.	END OF TEACHING Days later	END OF TEACHING # of Beh.	Units Gained +	Teaching Min. per Behavior	(check/program sequence or) Ongoing Progra Days later	# of B
										M-By next Program	
.O.	PA-79	10/7 - 1/8	5	1/8	32	8/8	7	5.8			
	PA-83	12/7 - 4/12	2	4/12	96	12/12	8	15.3	Complete		
	PA-69	10/13- 3/9	3	0/9	26	9/9	9	1.3	86	9/9	
	PA-49	1/8 - 1/3	6	1/3	81	3/3	2	34.5	Complete		
	PA-63	10/14- 5/12	4	5/12	44	12/12	7	13.4	52	12/12	
	PA-115	10/15- 3/8	3	0/8	110	8/8	8	17.1	23	8/8	
	PA-115a	10/15- 0/8	110	6/8	23	8/8	2	11.0	Complete		
.M.	PA-115a	9/28- 2/8	8	2/8	134	8/8	6	10.1	Complete		
	PA-115b	9/18- 2/8	6	2/8	141	8/8	6	29.0	Complete		
	BM-117a	9/21- 6/8	5	6/8	39	8/8	2	5.0	Complete		
	PA-71	9/28- 4/8	6	4/8	58	8/8	4	22.7	Complete		
	C-71	10/28- 0/5	5	0/5	121	5/5	5	19.6	Complete		

GROUP PROGRAMS

Valencia Elem. School
Project Demonstration Site
81-82

CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
J.C.		5		4	8	2	19
S.C.		4		0	1		5
L.C.		1		2	2		5
G.D.		4		1	7	4	16
S.L.		6		4	7	2	19
G.M.		4		4	1	3	12
J.P.		1		1	4		6
C.R.				3	1	1	5
TOTAL BEHAVIORS GAINED		25		19	31	12	87

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

ILD CODE: J.C.

CP CODE:

ogram ode	PROGRAM # of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	TEACHING # of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	MAINTENANCE # of Tar. Behaviors	Date
BM-15	5	1	4/5	9/21	5/5	5/12	10	Completed		
BM-14	5	3	2/5	11/10	5/5	5/3	11	Completed		
BM-9	6	1	5/6	10/29	6/6	5/17	10	Completed		
-C-3	7	3	4/7	11/17	7/7	4/1	8	Completed	7/7	5/
-C-19	3	1	2/3	11/10	3/3	5/6	8	Completed		
PA-4	7	3	4/7	10/15	7/7	5/17	17	Completed		
PA-7	4	4	0/4	10/28	4/4	4/19	15	Completed		
PA-8	5	1	4/5	11/6	5/5	4/14	7	Completed		
-S-15	4	2	2/4	10/28	4/4	1/29	5	Completed		

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

CHILD CODE: S.C

HDCP CODE:

Program Code	PROGRAM # of Comp. Behaviors	# of Target Behaviors	TEACHING # of Tar. Beh. at Baseline	Date	# of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	MAINTENANCE # of Tar. Behaviors	Date
G-BM-14	5	3	2/5	2/23	5/5	5/3	6	Completed		
G-BM-9	6	1	5/6	12/7	6/6	5/17	9	Completed		
G-C-3	7	1	6/7	2/2	6/7	5/4	6	on going		
G-PA-7	4	1	3/4	3/8	4/4	5/5	5	Completed		

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

ILD CODE: L.C

CP CODE:

	PROGRAM		TEACHING						MAINTENANCE	
ogram ode	# of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	# of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	# of Tar. Behaviors	Date
BM-15	5	1	4/5	12/2	5/5	5/12	6	Completed		
C-3	7	1	6/7	12/16	7/7	4/1	7	Completed	7/7	5/13
C-19	3	1	2/3	1/19	3/3	5/13	9	Completed		
PA-7	4	1	3/4	11/30	4/4	2/15	7	Completed		
PA-8	5	1	4/5	11/16	5/5	3/31	7	Completed		

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

CHILD CODE: G.D.

HDCP CODE:

Program Code	PROGRAM # of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	TEACHING # of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	MAINTENANCE # of Tar. Behaviors	Date
G-BM-15	5	1	4/5	9/21	4/5	5/12	10	ongoing		
G-BM-14	5	2	2/5	11/10	4/5	5/3	8	Complete		
G-BM-9	6	2	4/6	10/29	6/6	5/24	10	Completed		
G-C-19	3	1	2/3	11/10	3/3	5/13	9	Complete		
G-PA-4	7	3	4/7	10/15	7/7	5/17	17	Complete		
G-PA-7	4	4	0/4	10/28	3/4	5/18	19	ongoing		
G-PA-8	5	3	2/5	11/16	2/5	5/4	10	ongoing		
G-S-15	4	2	2/4	10/28	4/4	4/12	9	Completed		
G-S-14	4	2	2/4	2/1	4/4	4/29	7	Completed		

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

CHILD CODE: S.L

HDCP CODE:

Program Code	PROGRAM # of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	TEACHING # of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	MAINTENANCE # of Tar. Behaviors	Date
G-BM-15	5	1	4/5	9/21	5/5	5/12	9	Completed		
G-BM-14	5	3	2/5	11/10	5/5	5/3	11	Completed		
G-BM-9	6	2	4/6	10/29	6/6	5/17	8	Completed		
G-C-3	7	3	4/7	11/17	7/7	5/13	12	Completed		
G-C-19	3	1	2/3	11/10	3/3	5/13	8	Completed		
G-PA-4	7	5	4/7	10/15	7/7	5/17	18	Completed		
G-PA-7	4	4	0/4	10/28	3/4	4/19	17	on going		
G-PA-8	5	3	2/5	11/16	3/5	5/14	7	on going		
G-S-15	4	1	3/4	10/28	4/4	3/8	6	Completed		
G-S-16	4	2	2/4	11/20	3/4	5/11	9	on going		

DD-G2

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

CHILD CODE: G.M

HDCP CODE: _____

Program Code	PROGRAM # of Comp. Behaviors	# of Target Behaviors	TEACHING # of Tar. Beh. at Baseline	Date	# of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	MAINTENANCE # of Tar. Behaviors	Date
G-BM-15	5	1	4/5	9/21	5/5	4/22	11	Completed		
G-BM-14	5	3	2/5	11/10	5/5	5/3	11	Completed		
G-C-3	7	3	4/7	11/17	7/7	4/1	8	Completed	7/7	5/1
G-C-19	3	1	2/3	11/10	3/3	5/6	8	Completed		
G-PA-7	4	1	3/4	10/28	4/4	1/4	6	Completed		
G-S-15	4	1	3/4	10/28	4/4	3/18	8	Completed		
G-S-16	4	2	2/4	11/20	4/4	4/29	8	Completed		

76

77 DD-G2

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

CHILD CODE: J.P

HDCP CODE:

PROGRAM			TEACHING						MAINTENANC	
Program Code	# of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	# of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	# of Tar. Behaviors	D
G-BM-9	6	2	4/6	2/23	5/6	5/24	7	on going		
G-C-19	3	1	2/3	4/2	3/3	5/13	6	Completed		
G-PH-7	4	4	0/4	2/19	4/4	5/18	11	Completed		

DD-G2

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

CHILD PROGRESS DATA
GROUP PROGRAMS

HILD CODE: C.R

OCP CODE:

	PROGRAM			TEACHING						MAINTENANCE	
rogram Code	# of Comp. Behaviors	# of Target Behaviors	# of Tar. Beh. at Baseline	Date	# of Tar. Beh. at Postbase	Date	# of Teach. Sessions	Status Code	# of Tar. Behaviors	Dat
PA-4	7	2	4/7	10/15	5/7	5/17	19	ongoing		
C-13	4	3	1/4	10/29	3/4	5/14	9	ongoing		
-C-7	4	1	1/4	9/21	2/4	4/15	16	ongoing		
S-16	4	1	0/4	11/20	1/4	3/11	8	on going		

Outreach Site and Code

Name	Code
Lamar Consolidated Betty Plants	LCBP
Lamar Consolidated Lana Kulpa	LCLK
Timbercreek School Dee Patrick	TDP
Project EIP	EIP
Huntsville Middle School Barbara Coleman	HBC
Project CO-PAS	CO-PAS
Lamar Consolidated Brenda Horner	LCBH
Rand D Center Jacque Minter	RDJM
Henderson Elementary School Marsha West	HEMW
Rice Elementary School Suzette Moore	RESM
Oakridge Elementary School Tricia Knight	OETK
Project Full Potential Alan Sigel	PFPAS
Navasota Elementary School Jackie Baker	NEJB
Project Demonstration Site Valencia Elementary School Angela Roll	PDAR
Brenham Elementary Phoebe Smith	BEPS

TOTAL NUMBER OF GAINS FOR
ALL OUTREACH SITES

			DEVELOPMENTAL AREAS: NUMBER OF BEHAVIORS GAINED					
Outreach Site Code	Number of Children in Program	Months in PFC	Body Management	Self-Care	Commu-nication	Pre-Academics	Social-ization	Total Behaviors Gained
LCBP	9	9	33	43	43	162	26	307
LCLK	7	9	48	25	20	94	14	201
TDP	10	9	80	106	64	206	89	545
EIP	9	8	27	51	41	151	24	294
HBC	9	6	10	4	11	87	3	115
CO-PAS	16	6	66	73	65	188	63	455
LCBH	6	9	42	51	38	54	24	209
RDJM	5	7	19	13	4	6	5	46
HEMW	10	7	28	77	0	157	5	267
RESM	12	7	65	71	78	171	24	399
OETK	16	7	69	85	67	219	60	500
PFPAS	6	7	23	54	51	63	29	220
NEJB	11	7	74	93	72	202	53	494
PDAJ	9	7	29	53	22	121	45	270
BEPS	13	7	54	81	45	197	18	395
TOTAL	138	112	667	880	621	2078	482	4717

GAINS FOR ALL OUTREACH SITES

Total number of sites reporting data 15

$\overline{X}$ Number of gains by developmental area:

	$\overline{X}$	Range
Body Management	44.46	10-80
Self-Care	58.66	4-106
Communication	41.40	0-78
Pre-Academics	138.53	6-219
Socialization	32.13	3-89
Total Behavior	314.46	46-545

Child Progress Data:

Robert E. Lee
Lamar Consolidated School District
Rosenberg, Texas
Bettye Plants

Table 1 indicates that 9 children were involved in the Project First Chance outreach classroom for an average of 9 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 307 behaviors were gained with individual child gains ranging from 20 behaviors in child H-11 to 56 behaviors in child J-2. Of the 307 behaviors gained, the largest number, 162, was in the area of Pre-Academics. Because of high pre-test scores in the other four developmental areas, fewer gains were made in these areas because of the ceiling effect.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment, the lowest functioning child had developed 62% of the behaviors assessed, with a range of up to 92% of the behaviors assessed in the highest functioning child. Post-testing yielded a range from 80% to 99%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child

made the most gains and in which area additional progress is needed. For example, M-12 made significant gains in a developmental area. In Communication 7 new behaviors were gained, in Pre-Academic 20 new behaviors were gained, and in Socialization 7 new behaviors were gained.

TABLE 1

LAMAR CONSOLIDATED SCHOOL DISTRICT
ROBERT E. LEE
ROSENBERG, TX
81-82

		DEVELOPMENTAL AREAS					
CHILD IDCP CODE	MONTHS IN PFC	BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
G-2	4	9	2	NA	9	7	27
O-1	9	2	4	3	14	5	28
N-4	9	1	2	3	17	0	23
M-12	9	2	10	7	20	7	46
L-9	9	8	5	4	14	0	31
K-9	9	2	0	8	18	3	31
J-2	9	0	1	10	44	1	56
I-11	9	6	17	8	11	3	45
H-11	9	3	2	0	15	0	20
TOTAL BEHAVIORS GAINED		33	43	43	162	26	307

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

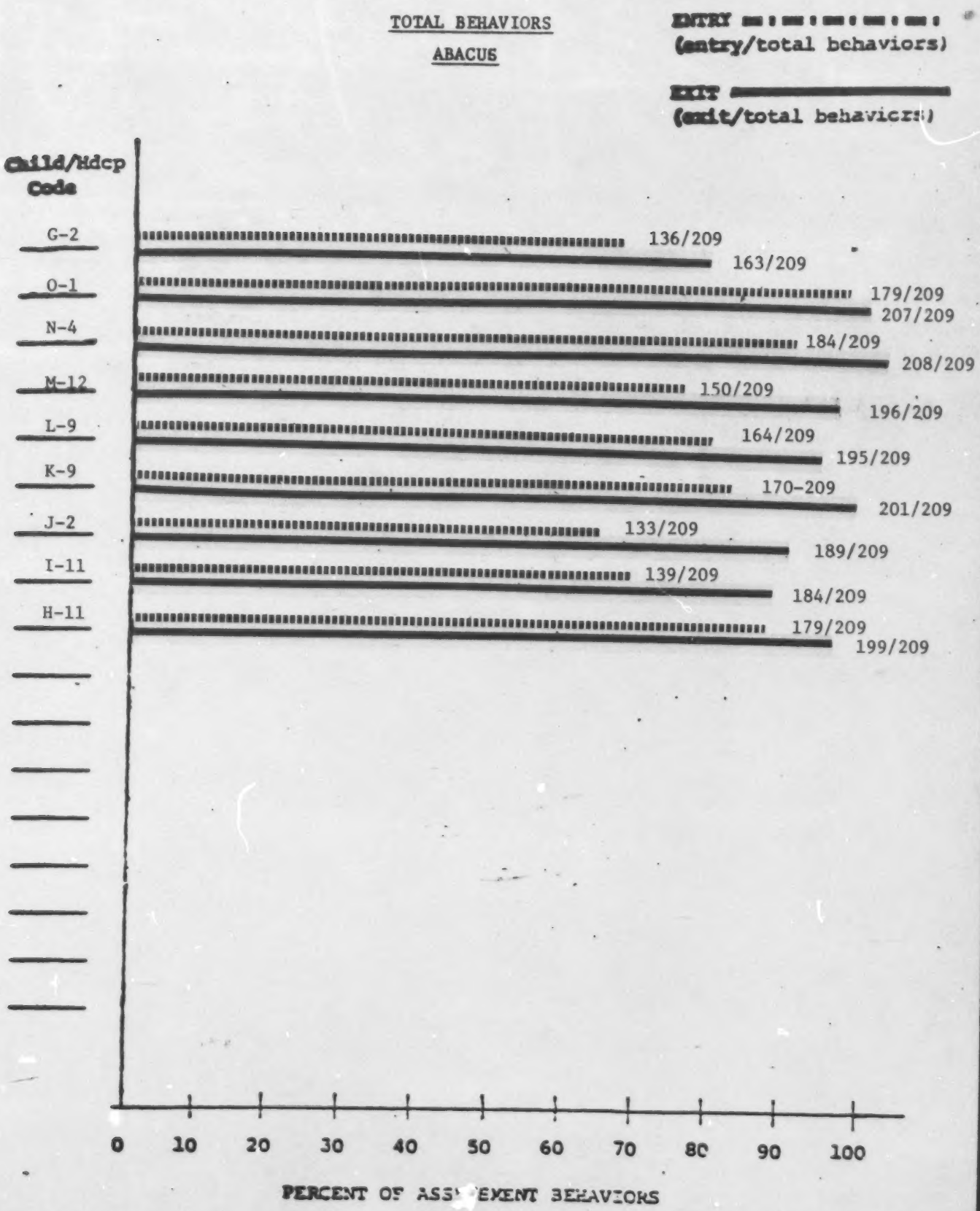


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code G-2
Date of Birth 10-7-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

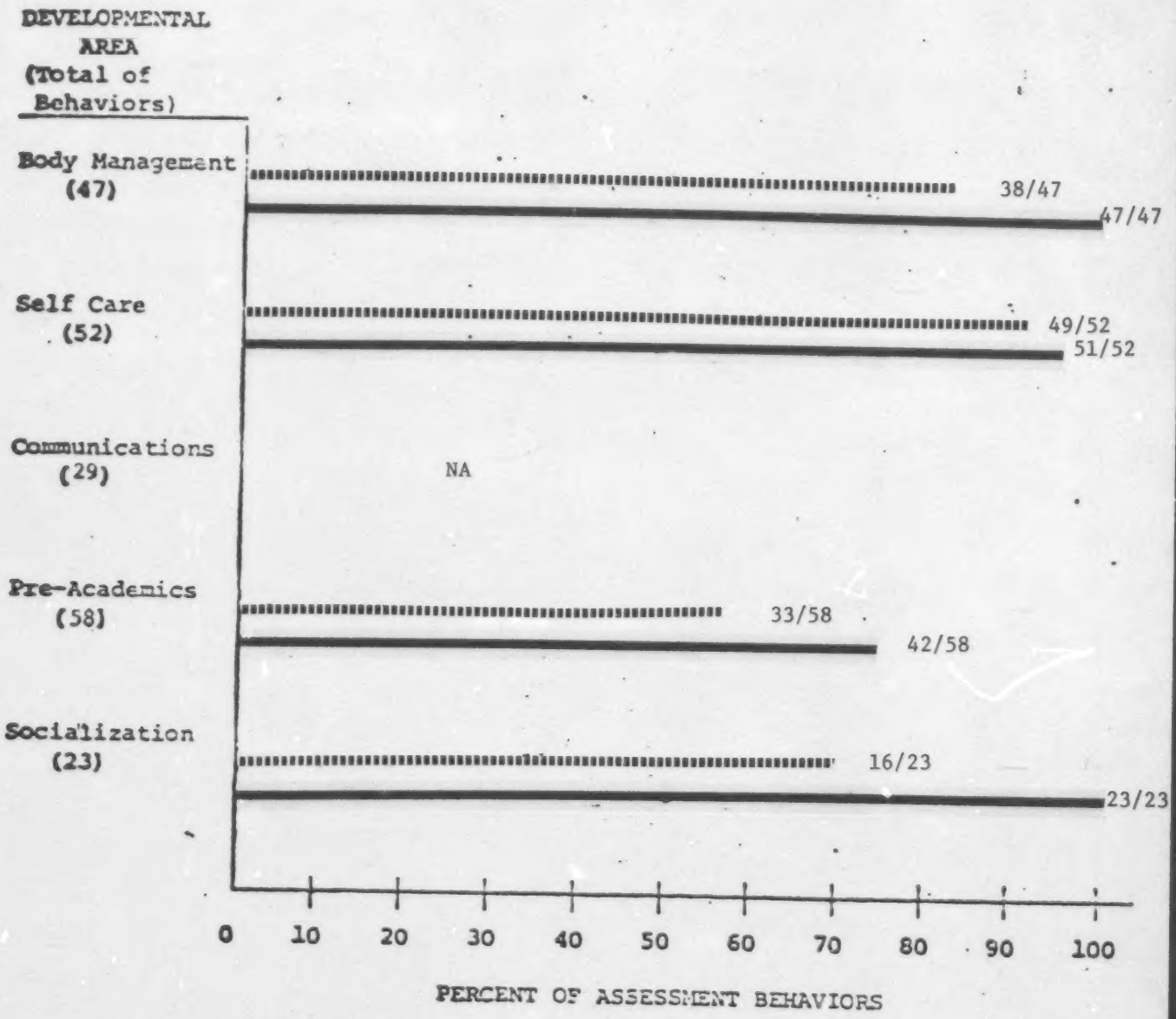


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code 0-1
Date of Birth 2-7-76
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

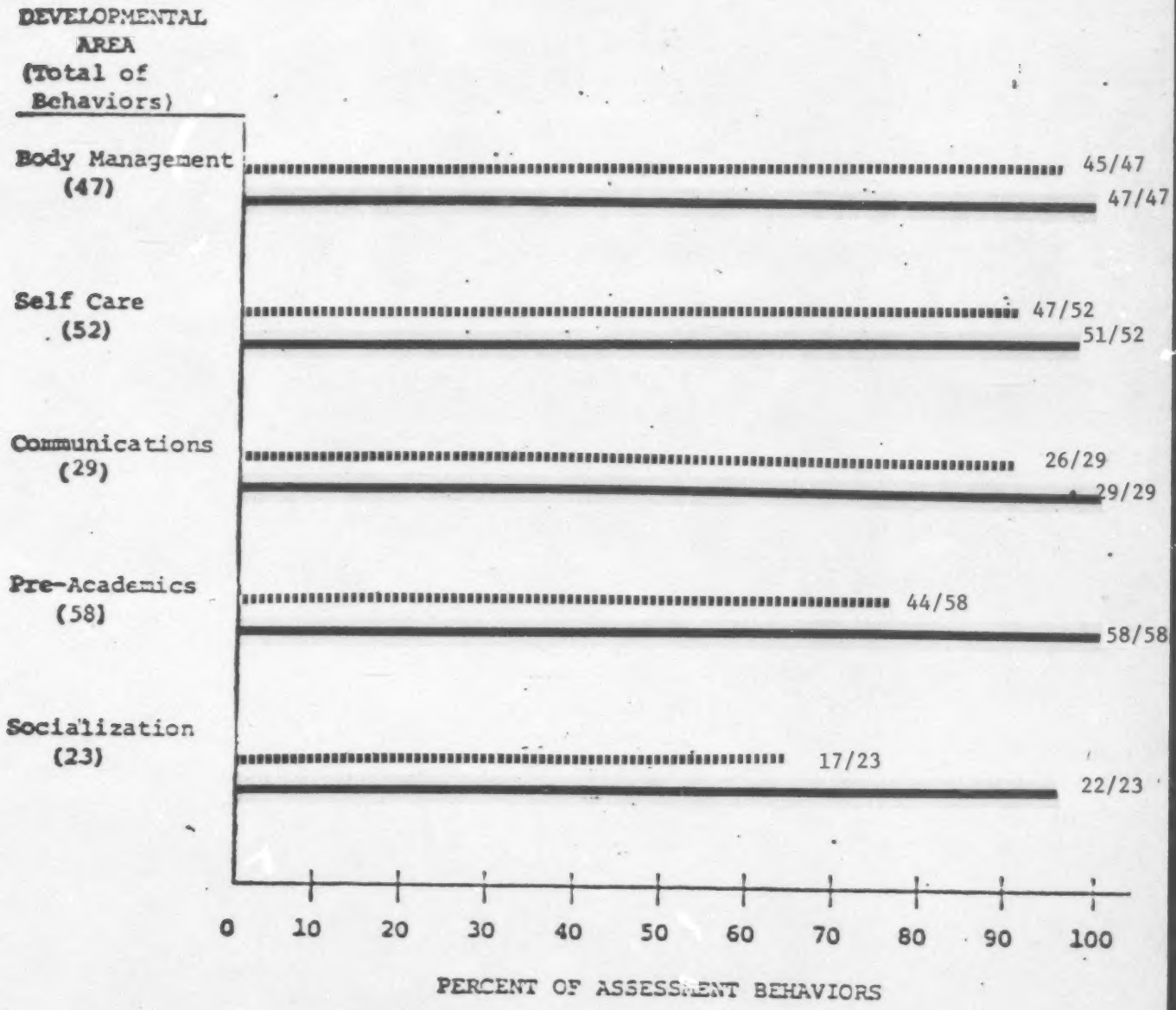


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code N-4
Date of Birth 12-20-76
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

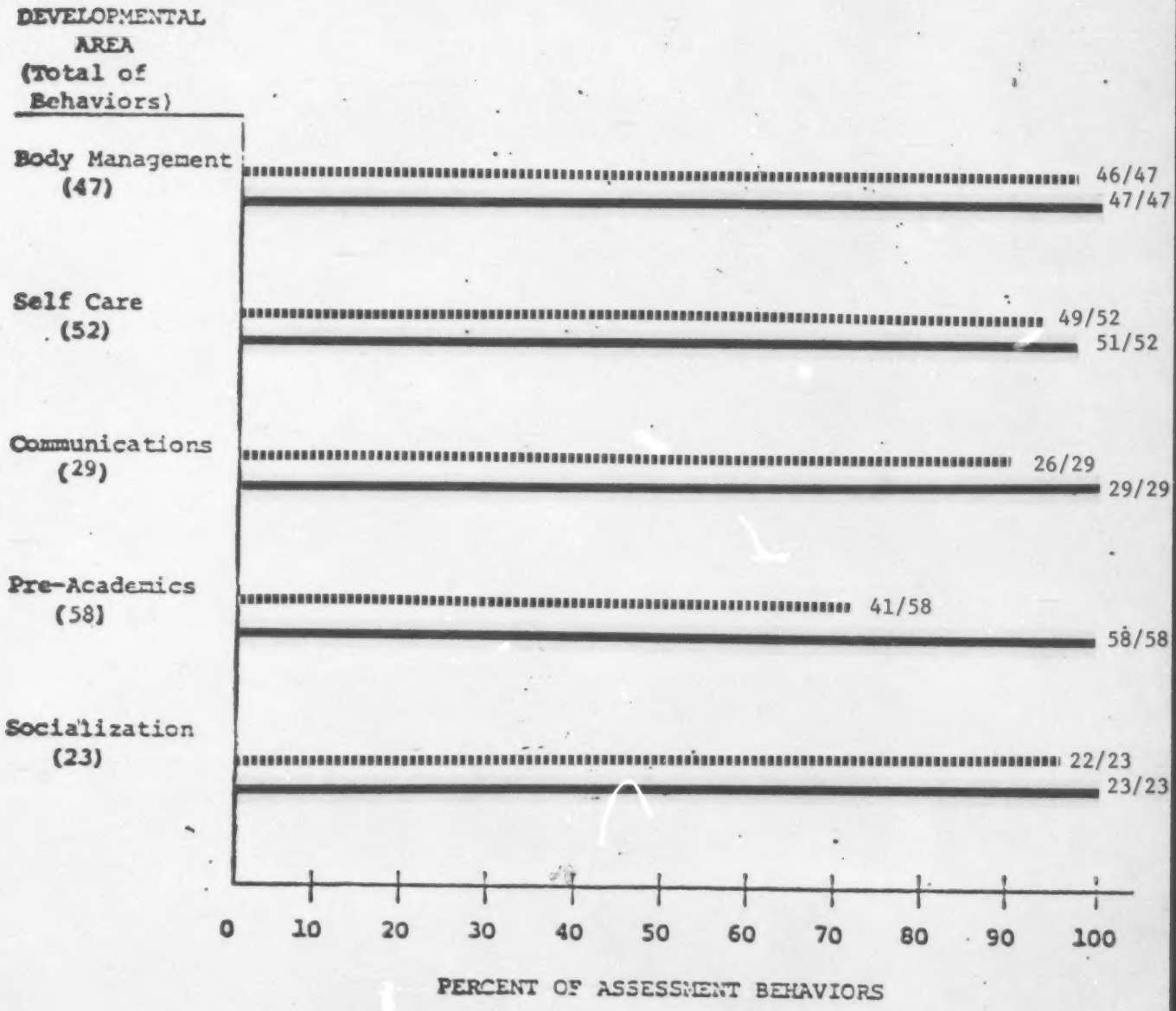


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M-12
Date of Birth 2-2-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

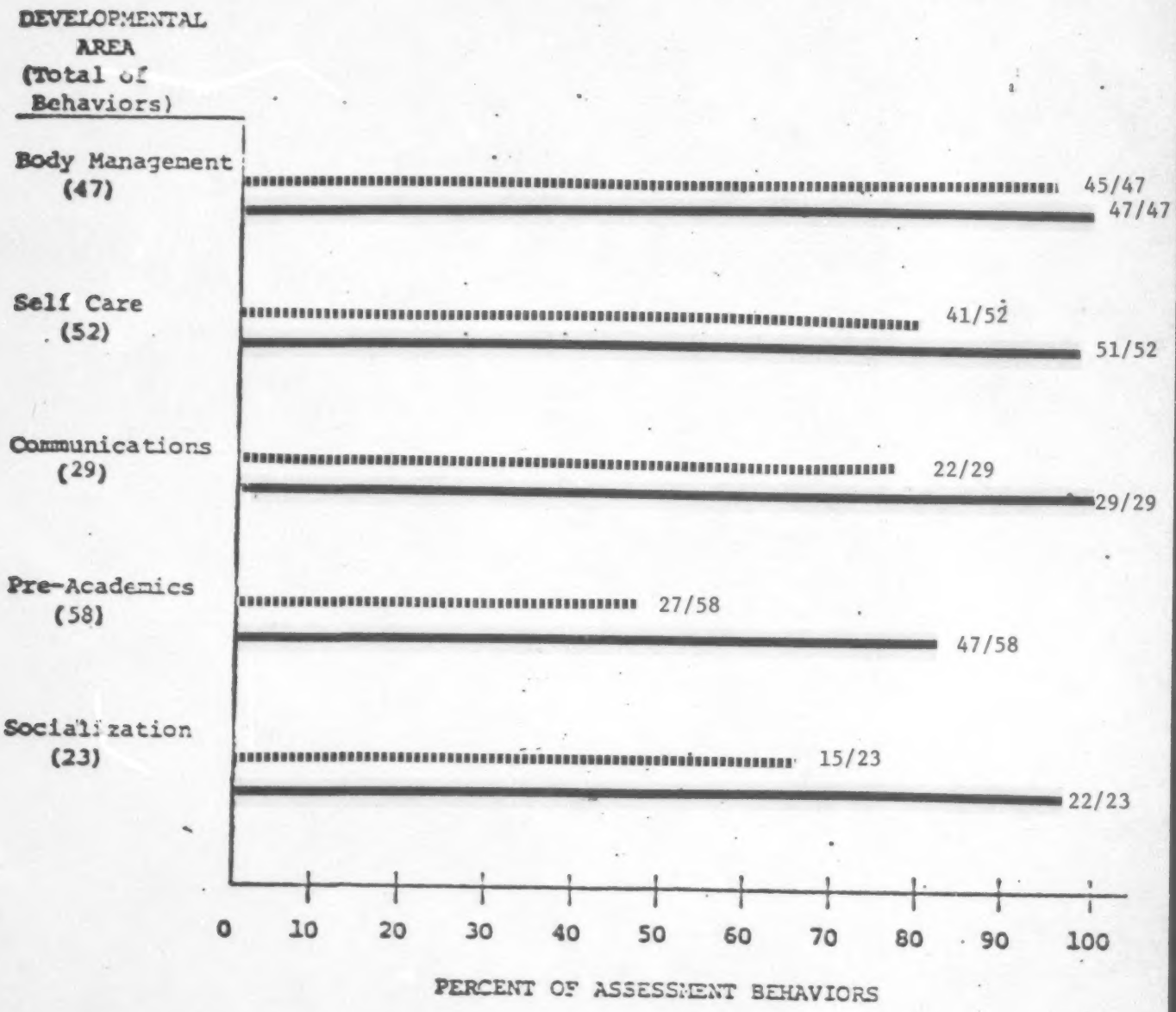


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code L-9
Date of Birth 12-9-76
Handicapped Code _____

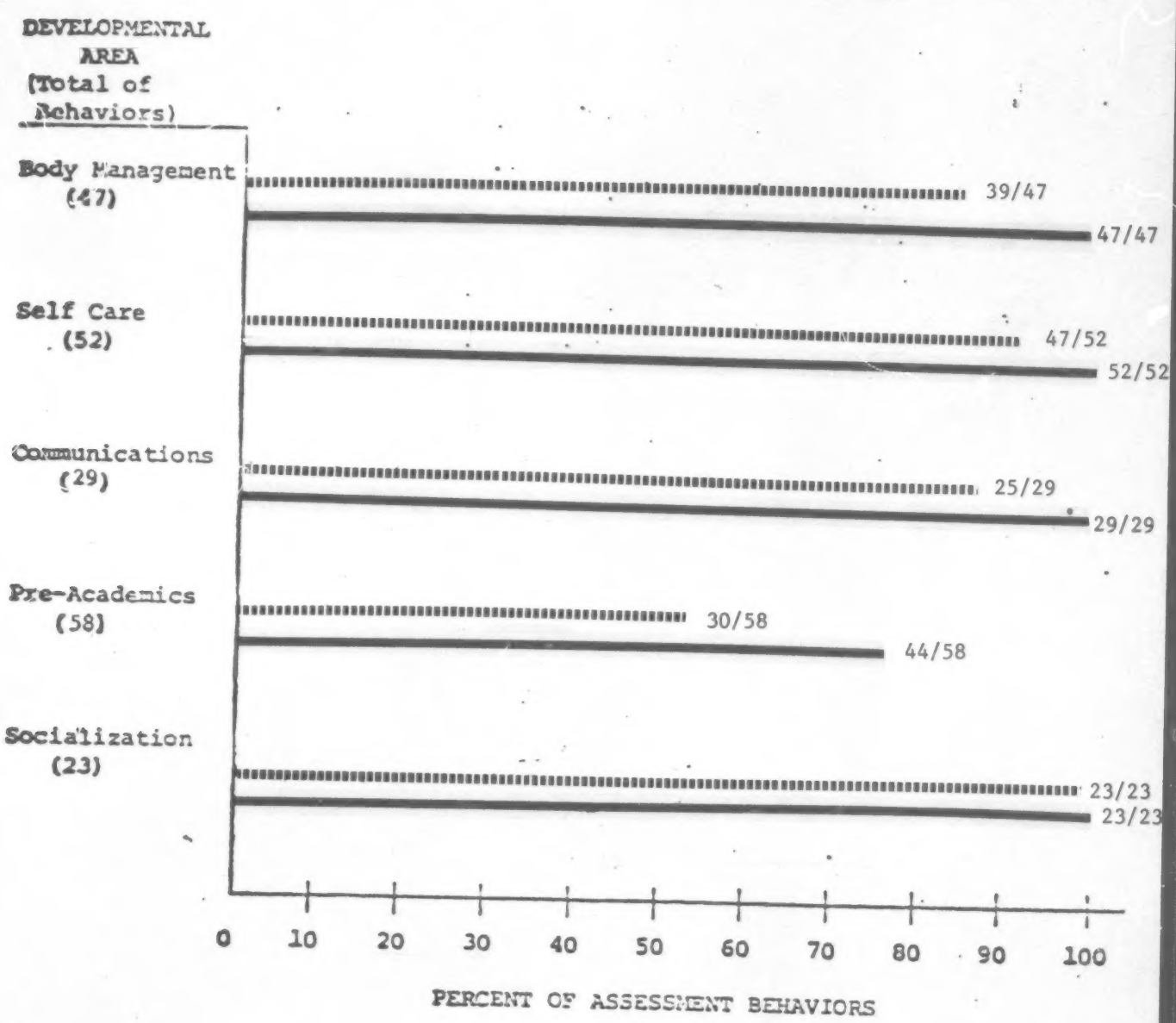


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K-9
Date of Birth 7-16-76
Handicapped Code _____

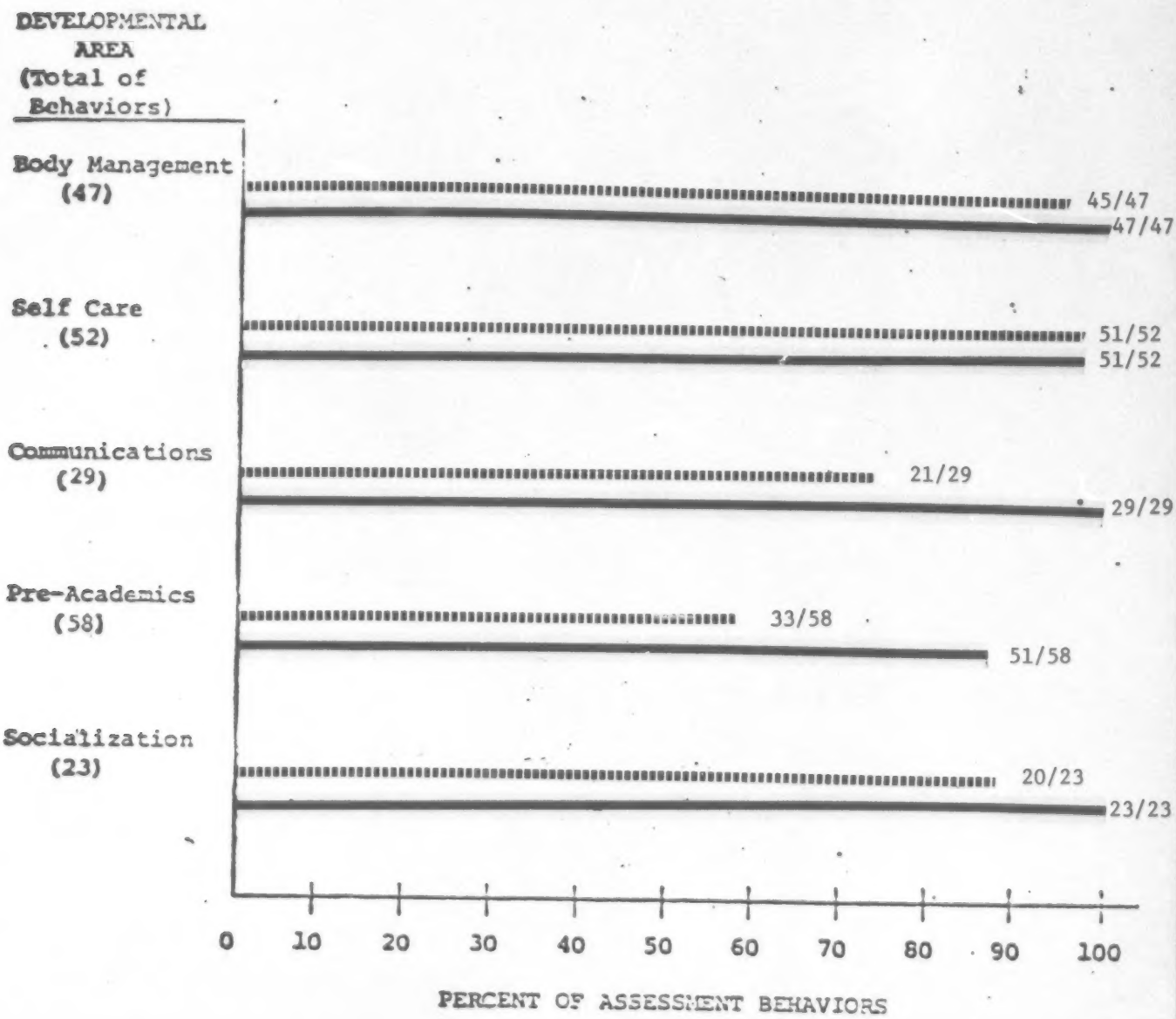


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J-2
Date of Birth 5-3-76
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

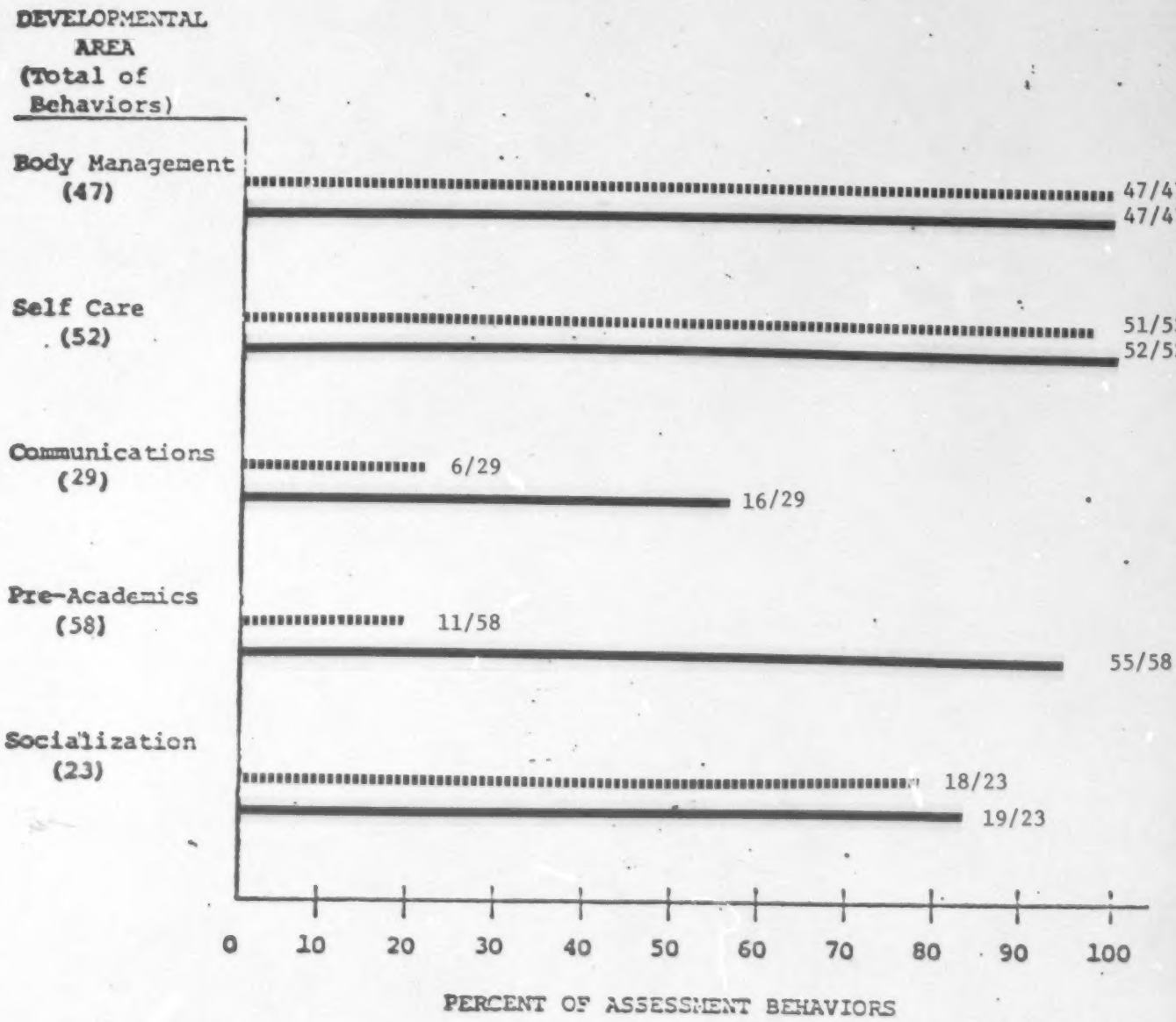


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code I-11
Date of Birth 1-13-76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

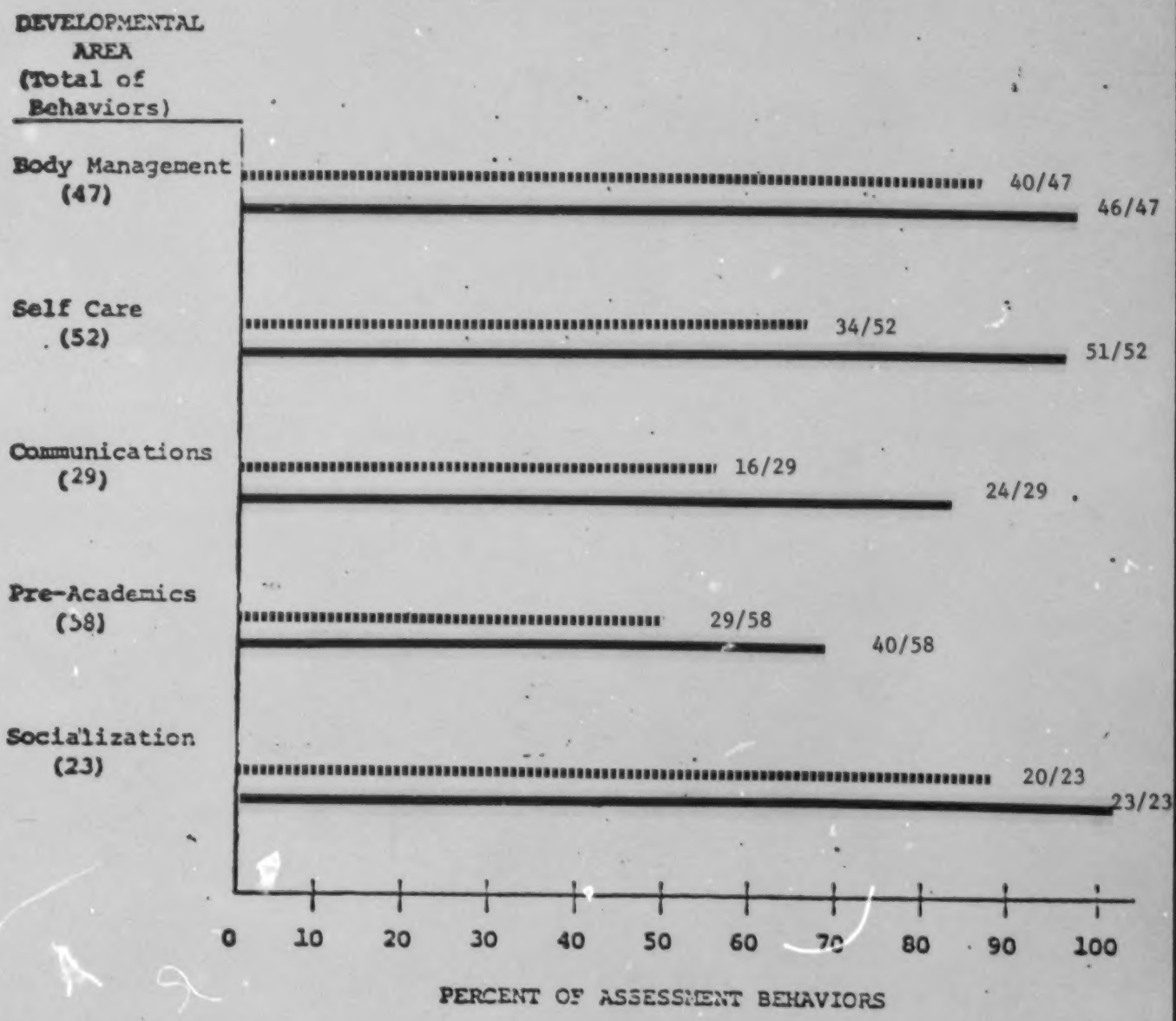


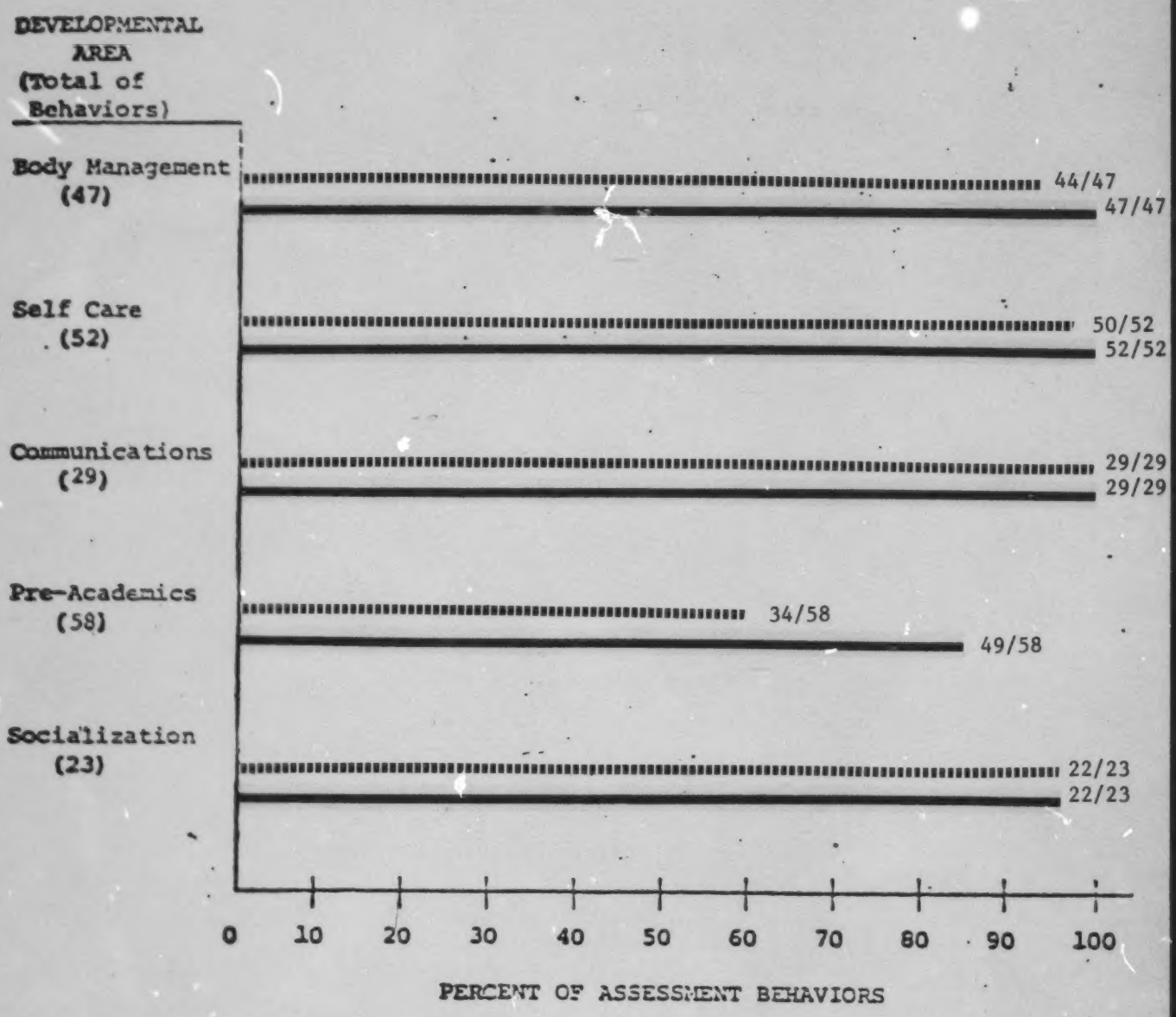
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code H-11
Date of Birth 9-23-75
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data:

Robert E. Lee
Lamar Consolidated School District
Rosenberg, Texas
Lana Kulpa

Table 1 indicates that 7 children were involved in the Project First Chance outreach classroom for an average of 9 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 201 behaviors were gained with individual child gains ranging from 15 behaviors in child T to 54 behaviors in child Q. Of the 201 behaviors gained, the largest number, 94, was in the area of Pre-Academics, with significant gains, 48 behaviors, also being made in the Body Management category.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment, the lowest functioning child had developed 58% of the behaviors assessed, with a range of up to 90% of the behaviors assessed. Post-testing scores ranged from 68% to 100%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child

made the most gains and in which area additional progress is needed. For example, U completed only 65% of the behaviors in Socialization at pre-testing and 90% at post-testing acquiring 6 new behaviors. In Communication Q moved from 65% mastery at pre-test to 80% mastery at post-test.

TABLE 1

LAMAR CONSOLIDATED SCHOOL DISTRICT
ROBERT E. LEE
ROSENBERG, TX
Lana Kulpa
81-82

		DEVELOPMENTAL AREAS					
CHILD EDCP CODE	MONTHS IN PPC	BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
W	3	3	3	5	3	2	16
U	9	3	0	4	6	6	19
Q	8	16	8	4	25	1	54
S	9	11	7	3	18	1	40
V	9	6	1	1	24	3	35
R	9	8	6	3	5	0	22
T	9	1	0	0	13	1	15
TOTAL BEHAVIORS GAINED		48	25	20	94	14	201

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

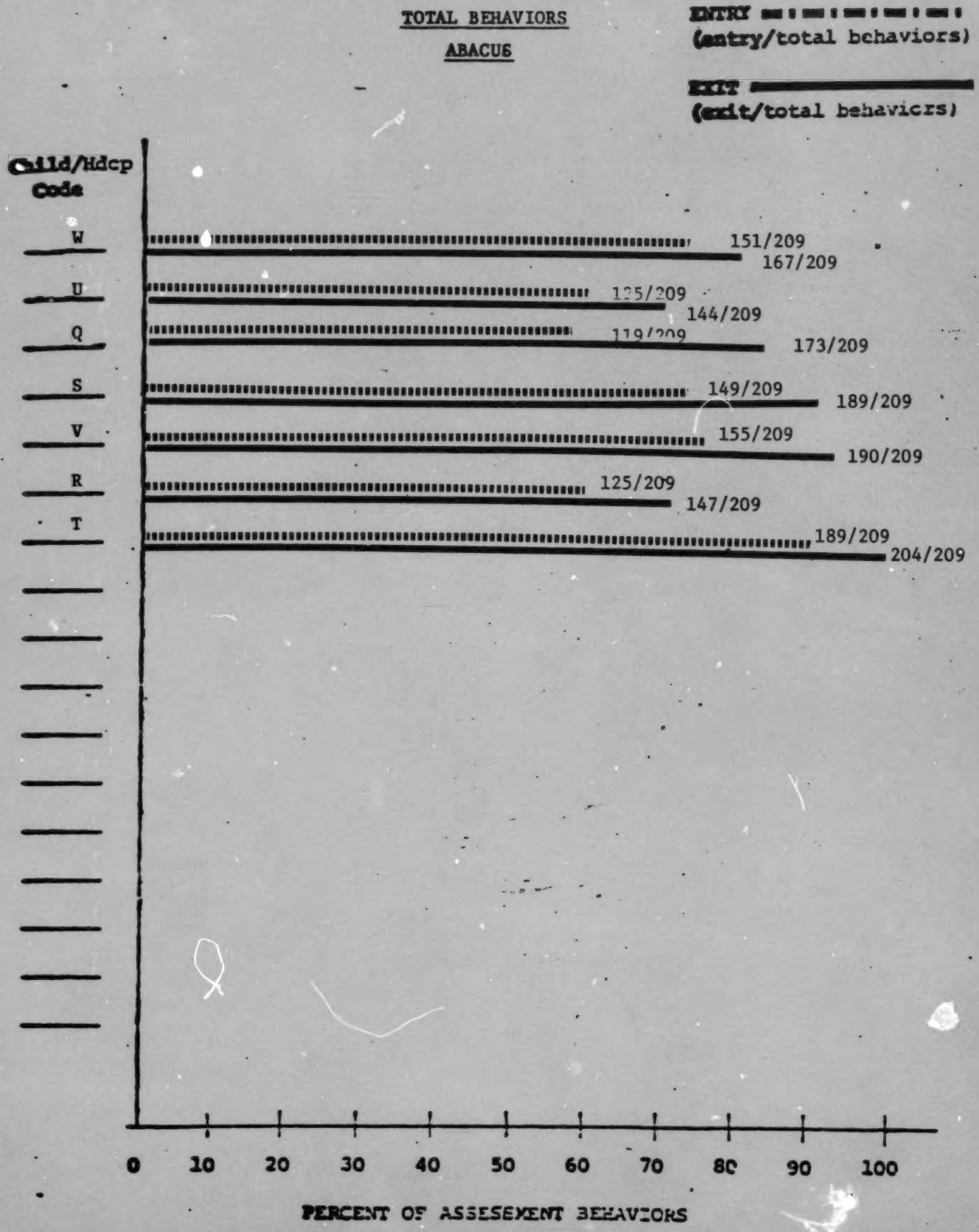


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code W
Date of Birth 10-27-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

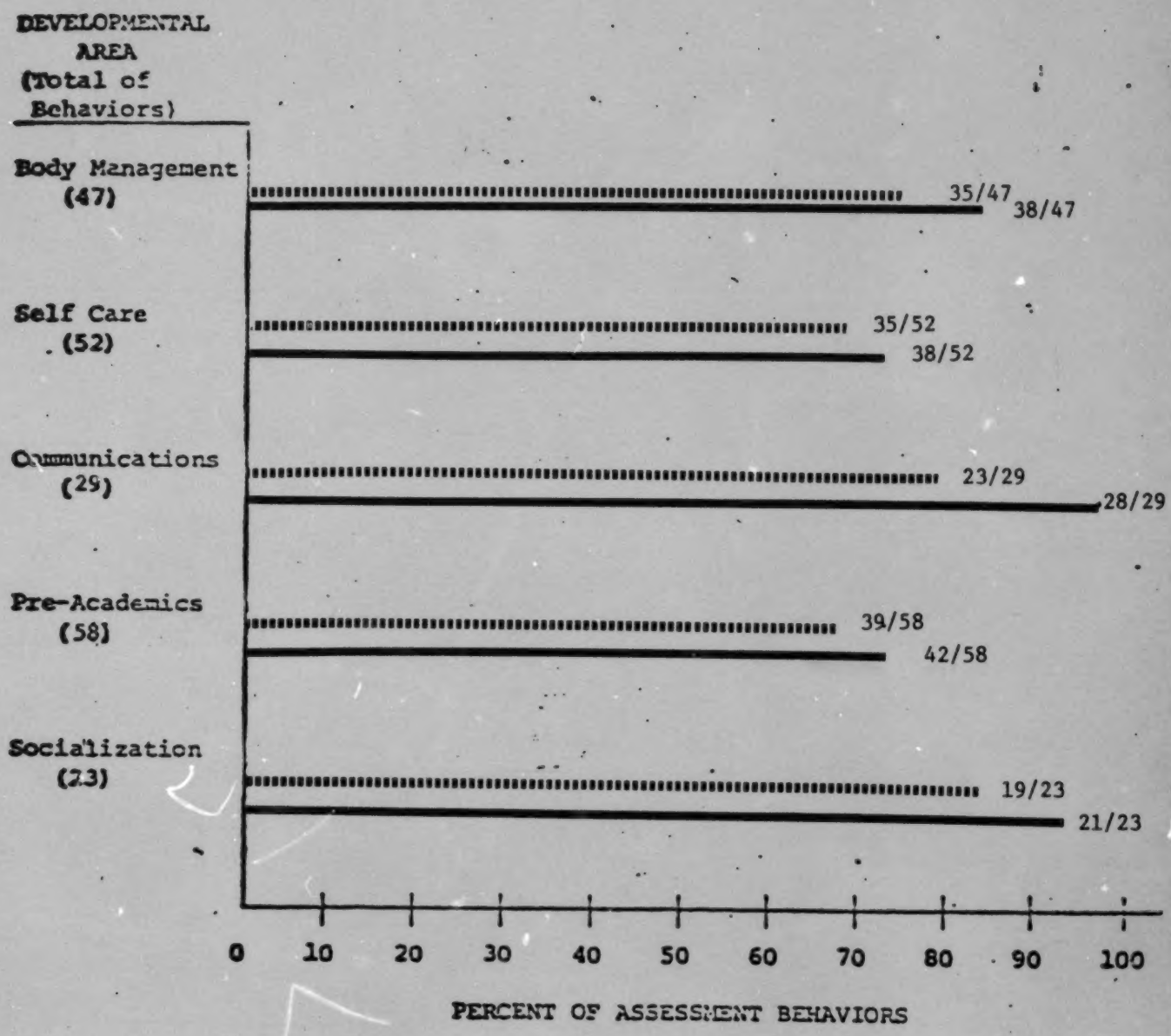


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code U
Date of Birth 8-27-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

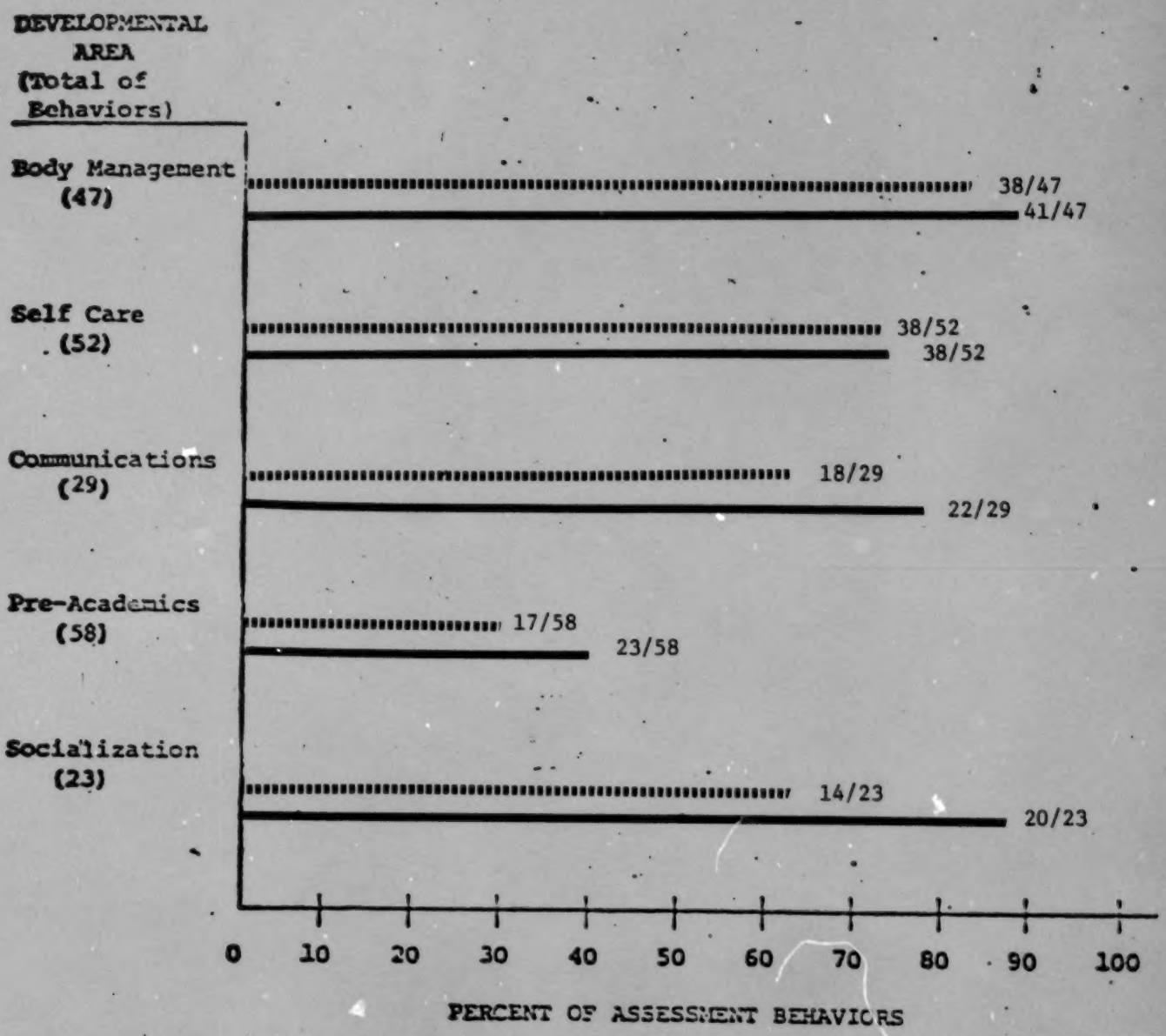


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code Q
Date of Birth 5-9-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

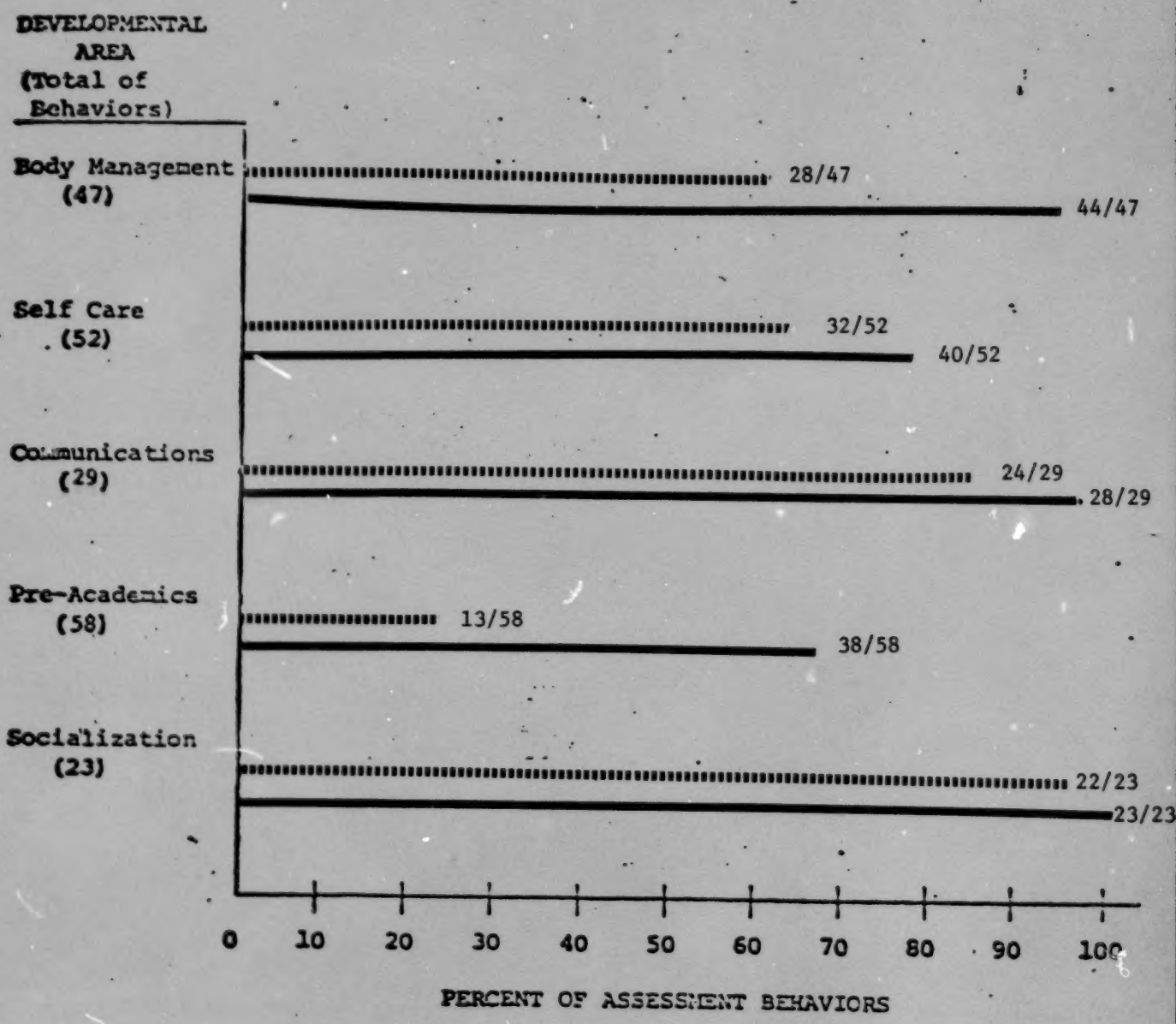


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S
Date of Birth 9-6-76
Handicapped Code

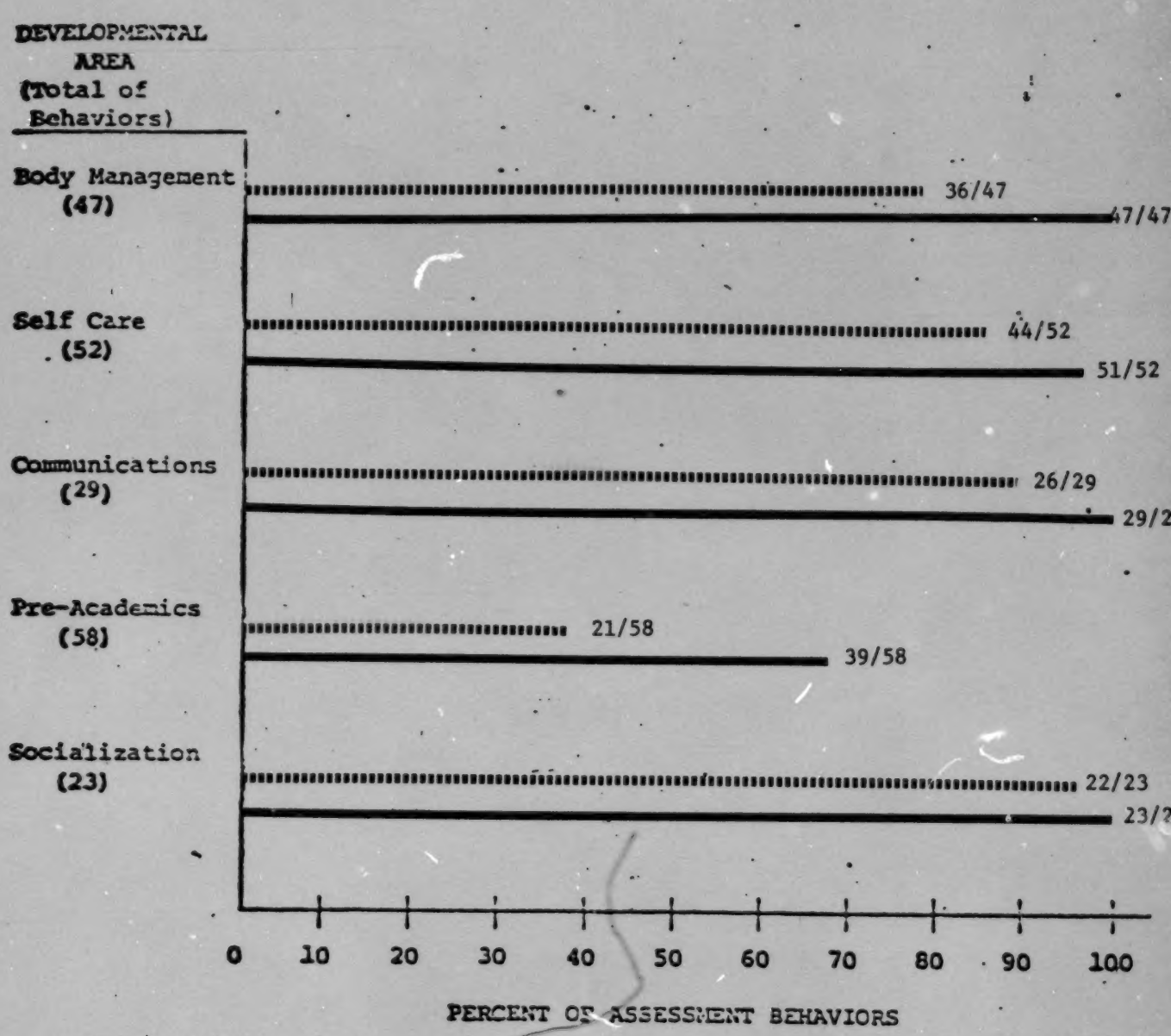


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code V
Date of Birth
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

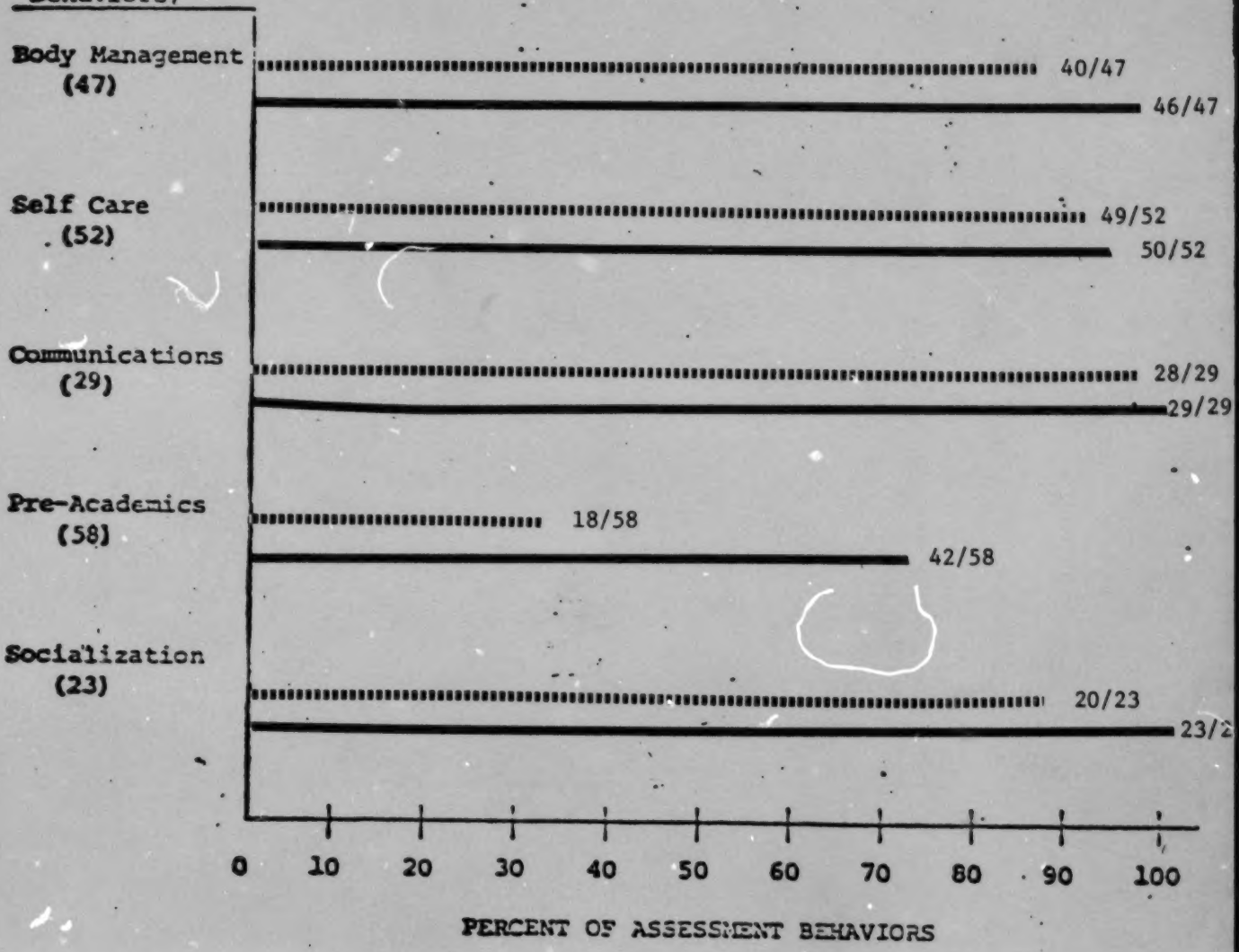


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R
Date of Birth 10-25-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

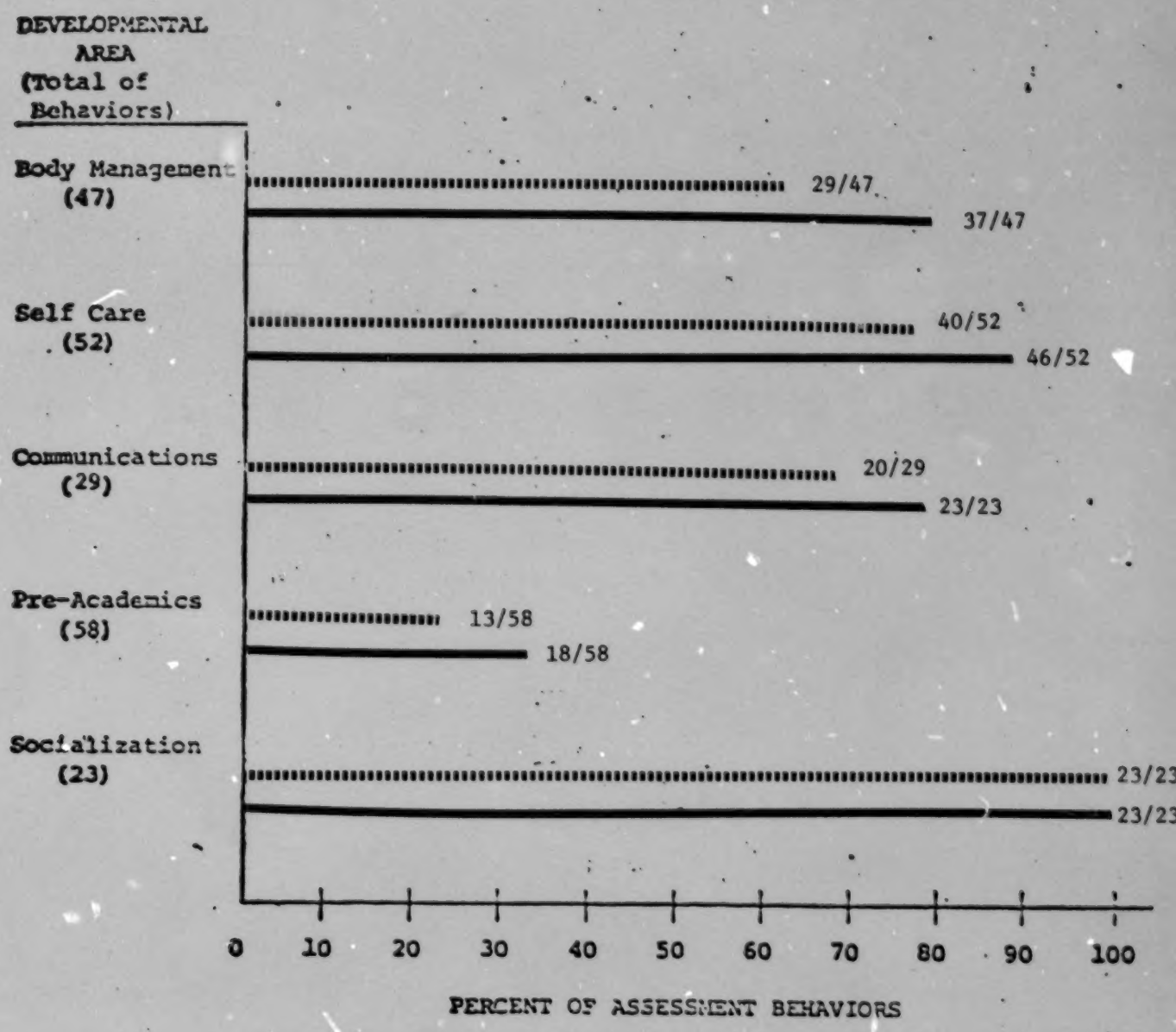


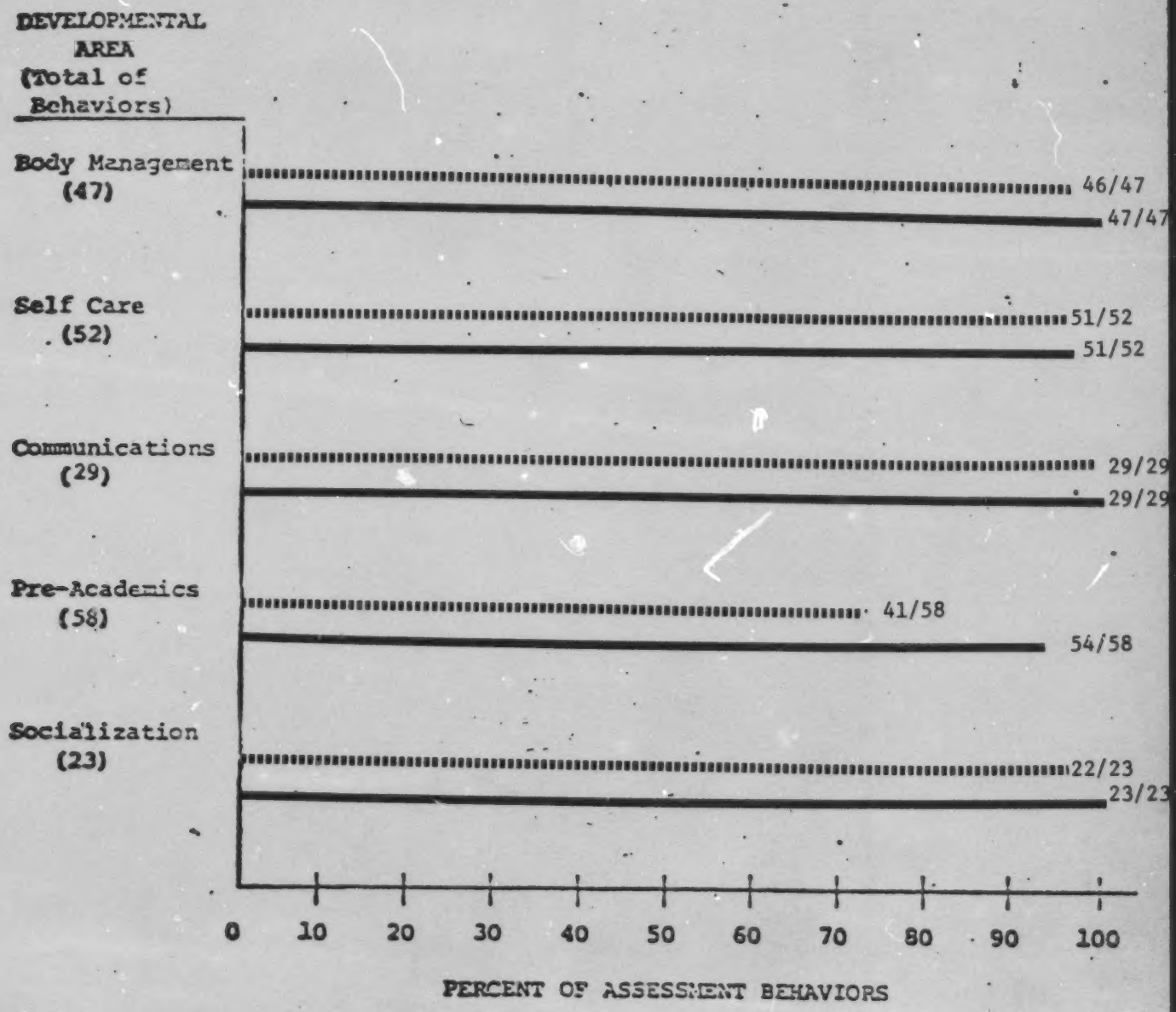
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T
Date of Birth 5-26-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Timbercreek School
Lewisville, Texas

Table 1 indicates that 10 children were involved in the Project First Chance outreach classroom for an average of 9 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 545 behaviors were gained with individual child gains ranging from 17 behaviors in child F-9 to 110 behaviors in child C-7. Of the 545 behaviors gained, the largest number, 206, was in the area of Pre-Academics, with the area of Self-Care demonstrating significant gains of 106 behaviors.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 26% of the behaviors assessed, with a range of up to 88% of the behaviors assessed. Post-testing demonstrated a range from 75% to 98%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For

example, C-7 made significant gains in all developmental areas with extremely high gains in Self-Care, pre-testing 18% and post-testing 92%, and also Socialization, pre-testing 26% and post-testing 100%.

SCHOOL: TIMBERCREEK

Lewisville, Texas

Teacher: Dee Patrick
81-82

CHILD IDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
K-9	9	17	9	9	25	17	77
H-8	9	12	8	3	13	0	36
G-6	4	0	0	2	14	10	26
F-9	9	0	2	2	13	0	17
E-7	9	14	23	6	32	15	90
D-9	9	8	5	6	29	4	52
C-7	9	14	38	13	28	17	110
B-9	9	0	1	2	18	2	23
A-6	4	3	1	10	15	13	42
J-12	9	12	19	11	19	11	72
TOTAL BEHAVIORS GAINED		80	106	64	206	89	546

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

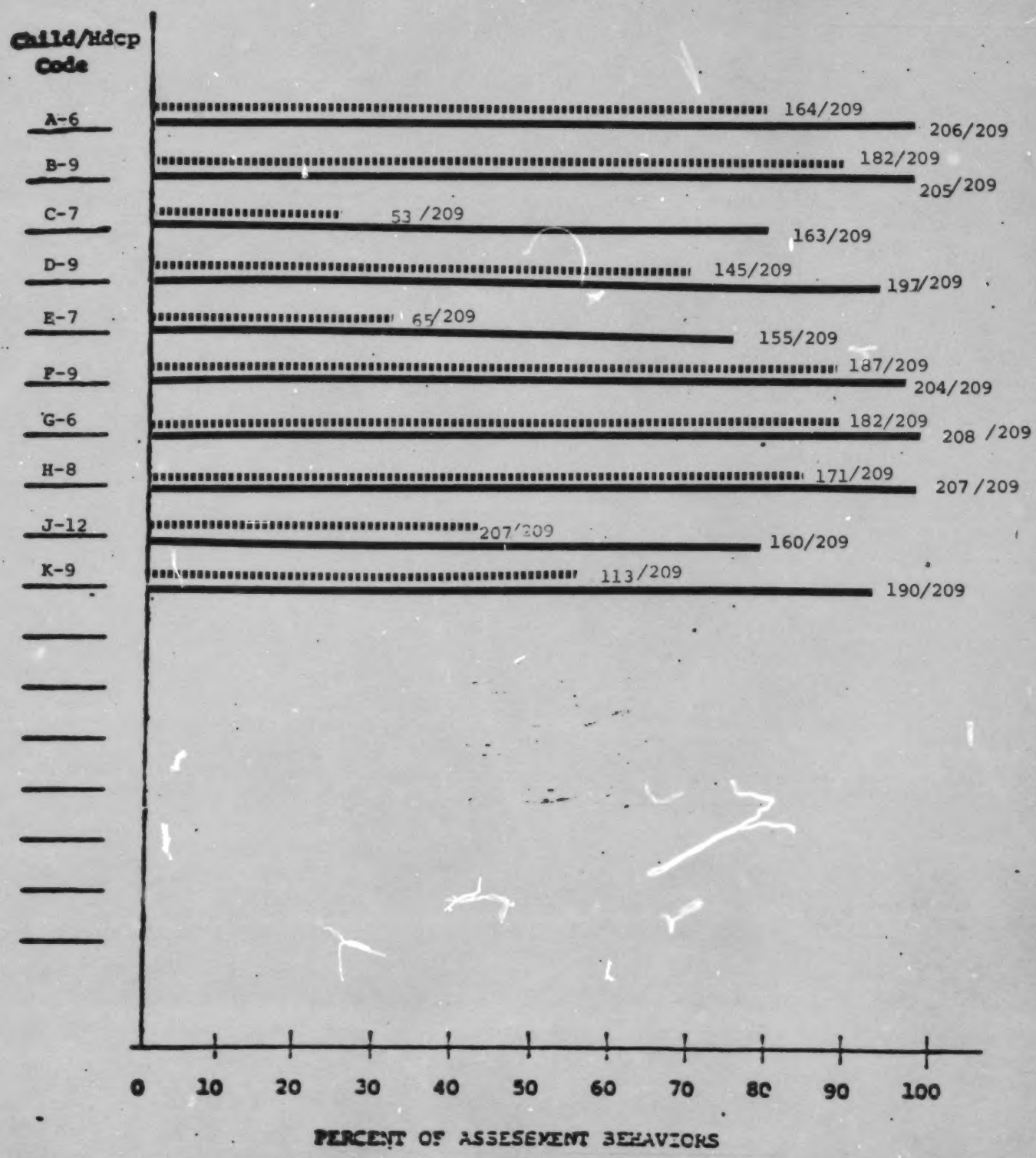


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K-9
Date of Birth 11/4/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

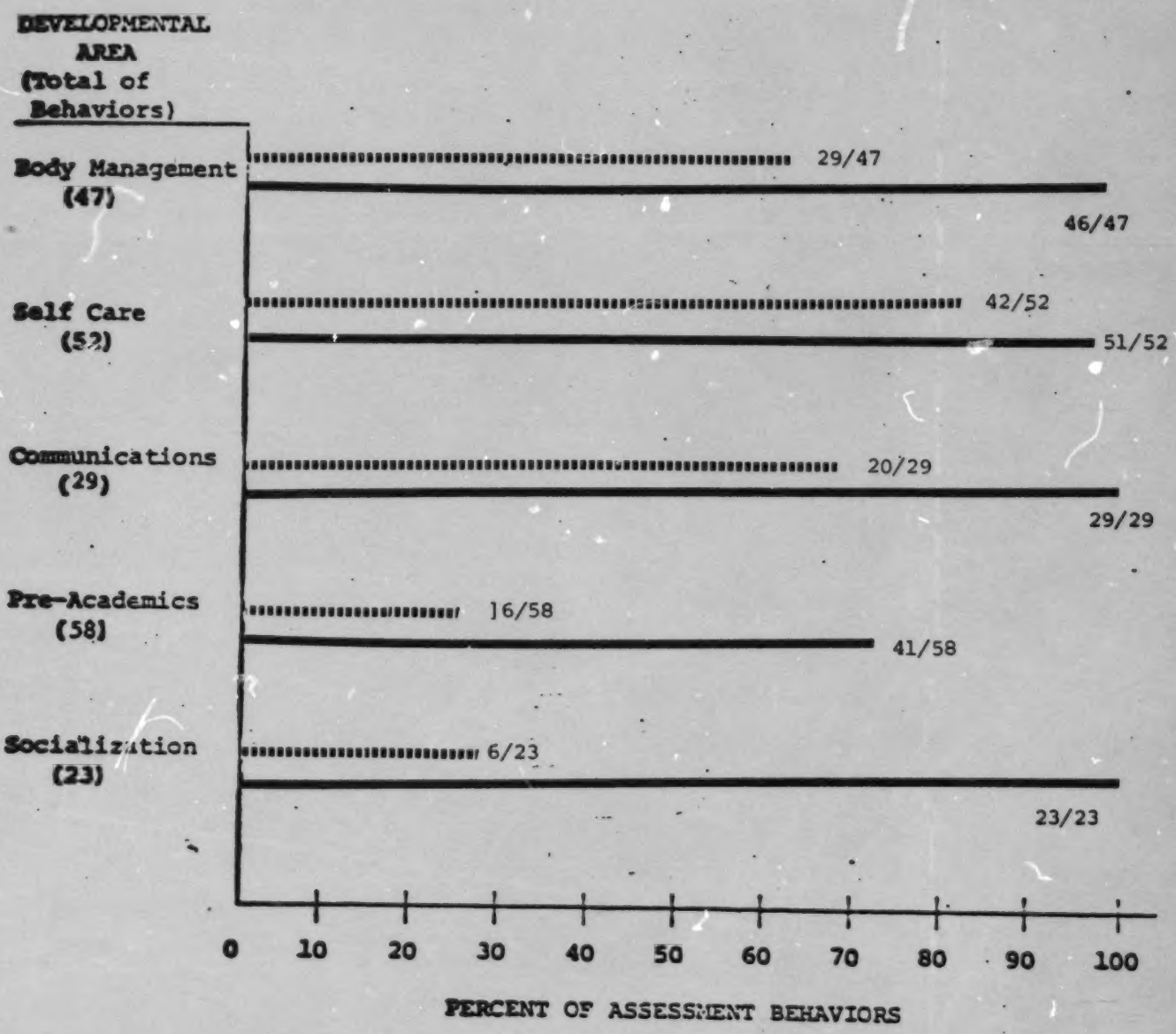


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code H-8
Date of Birth 4/27/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

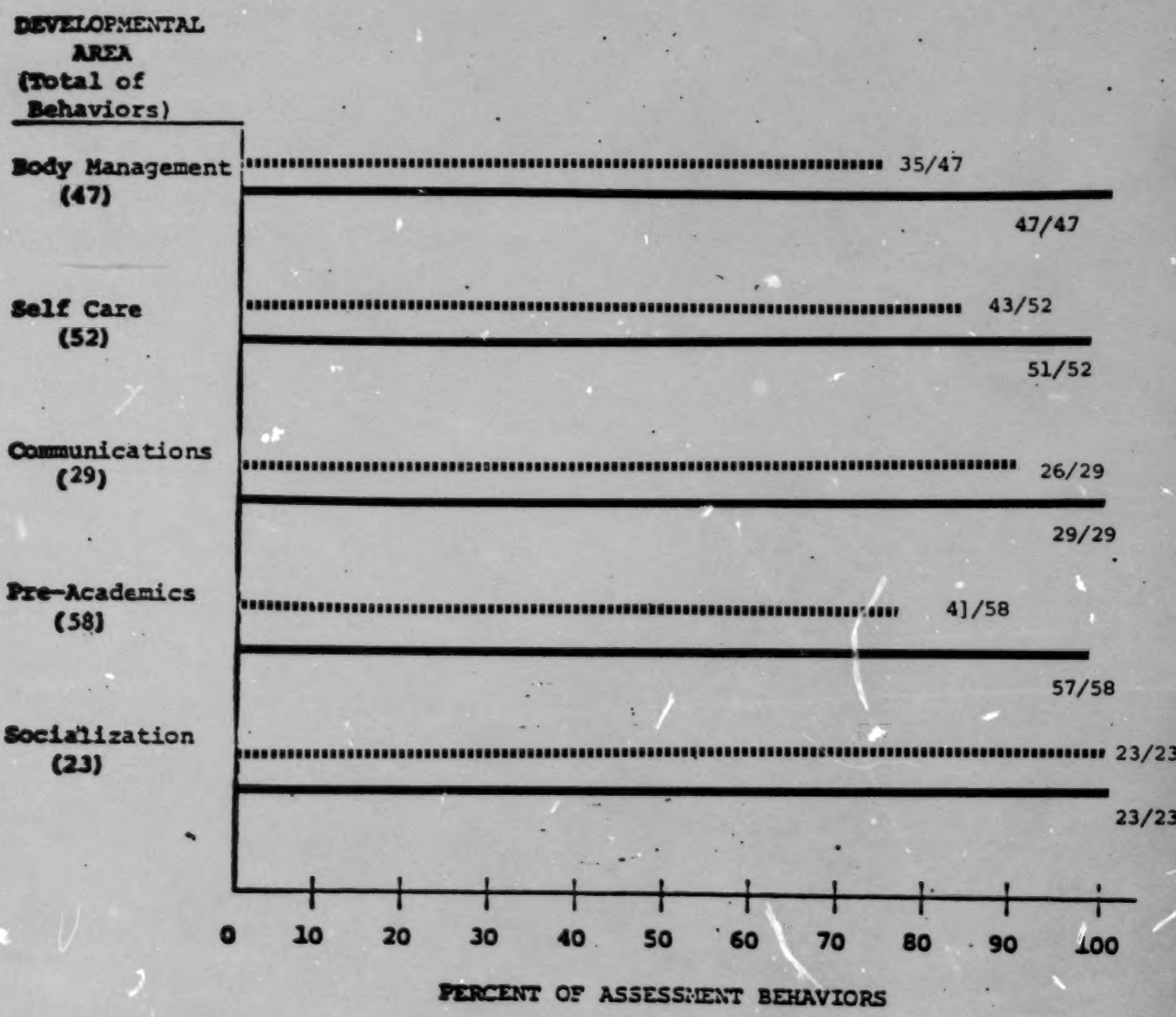


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code G-6
Date of Birth 6/27/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

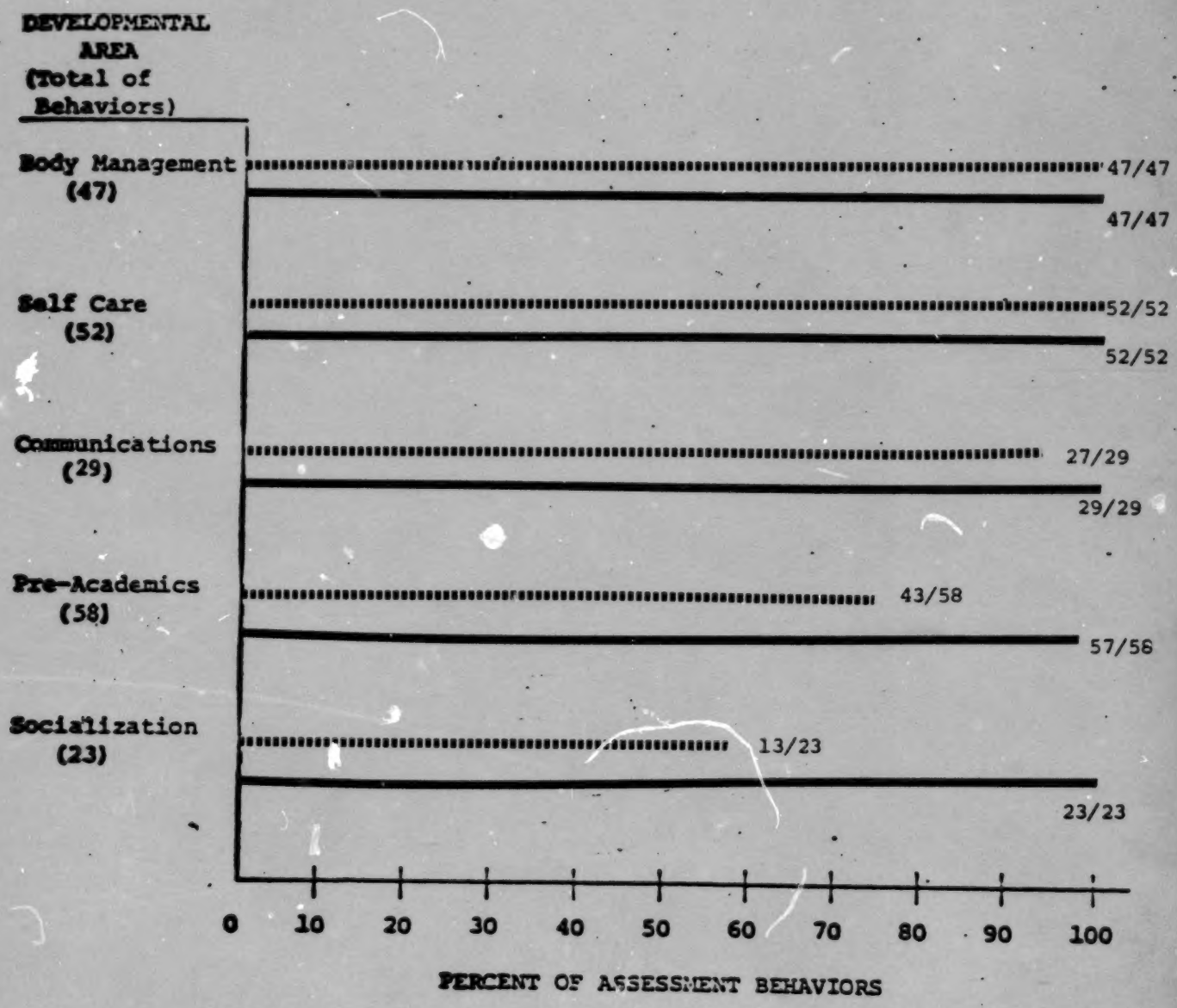


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code F-9
Date of Birth 11/19/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

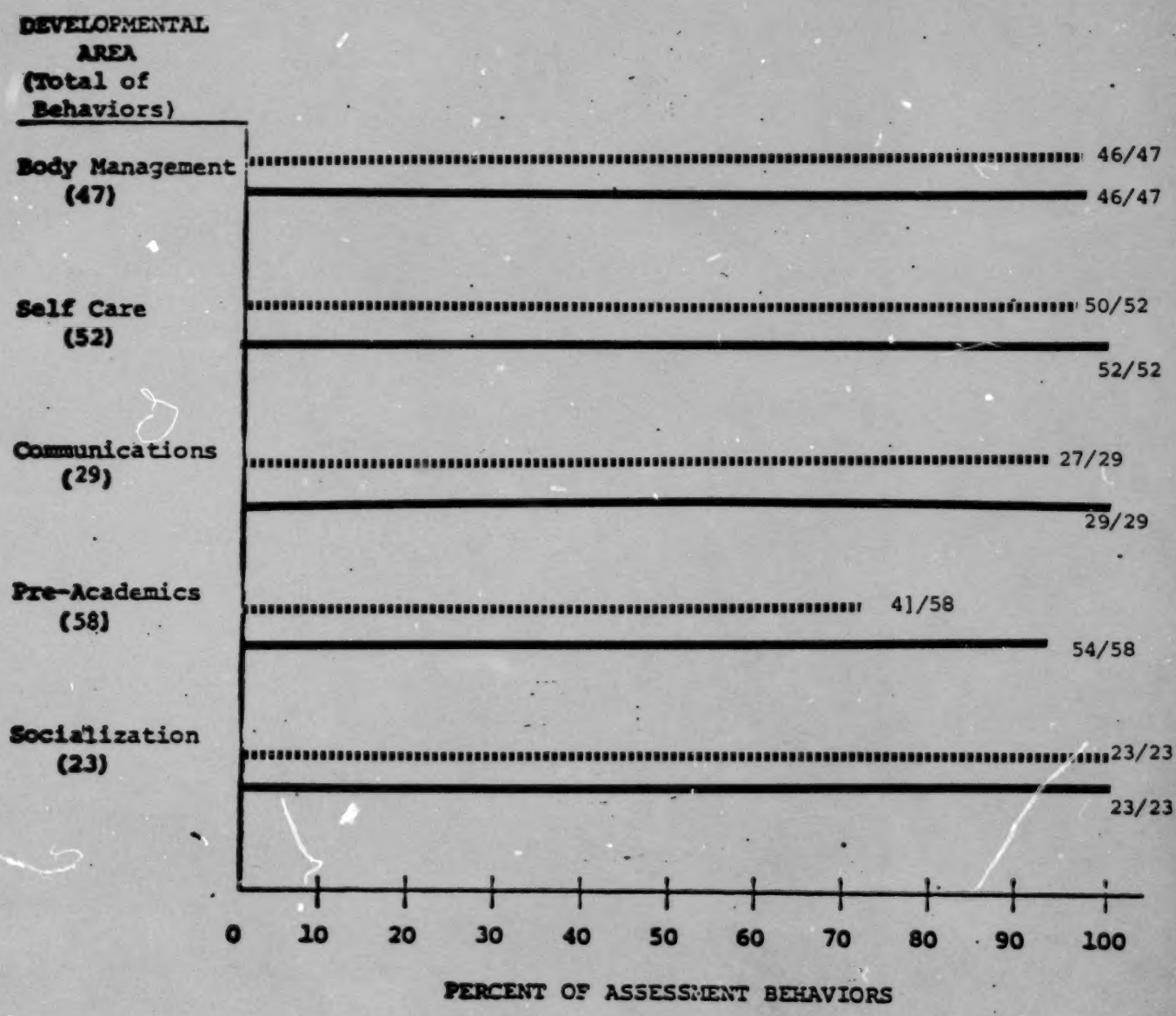


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code E-9
Date of Birth 4/16/78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

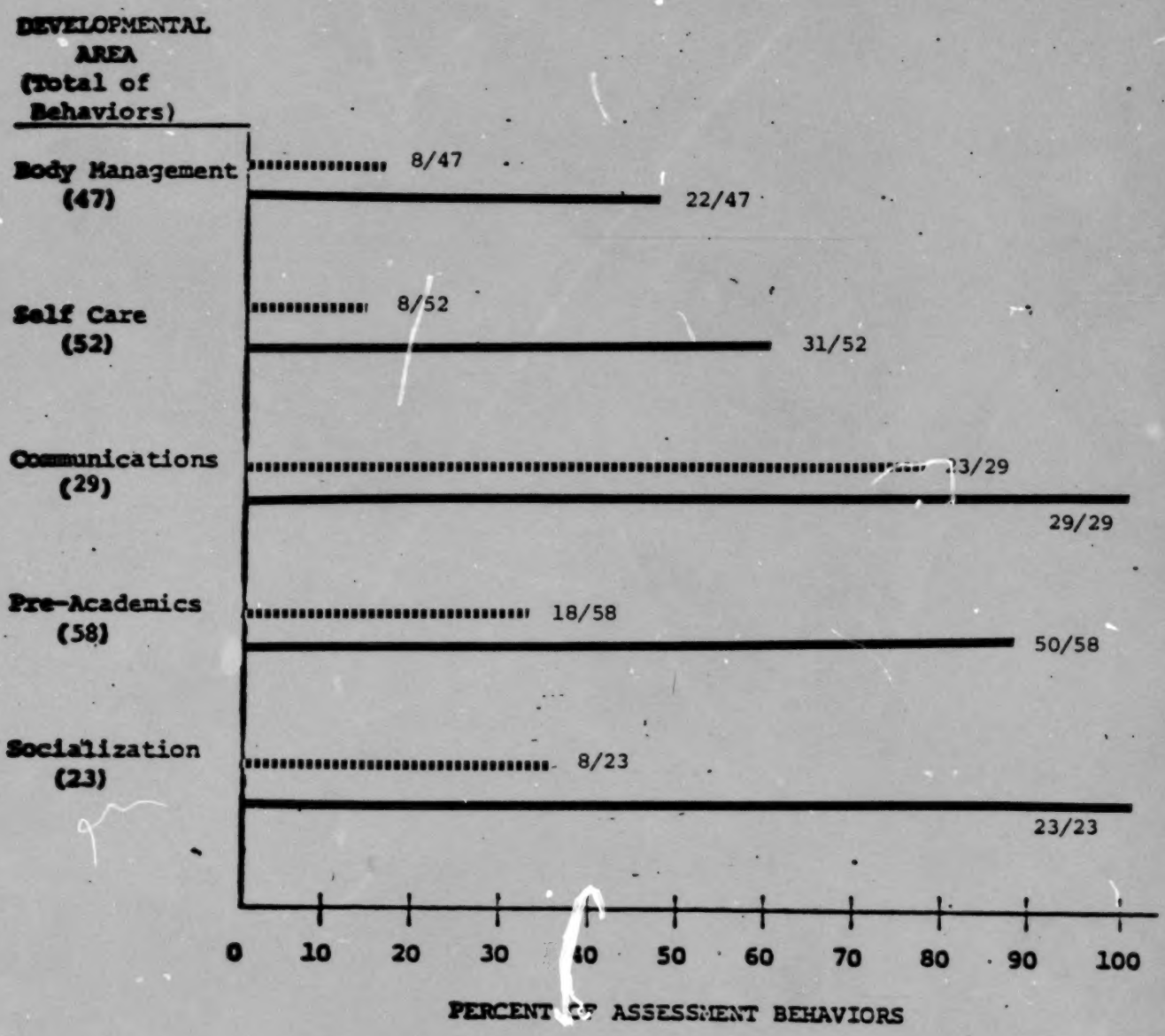


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D-9
Date of Birth 2/17/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

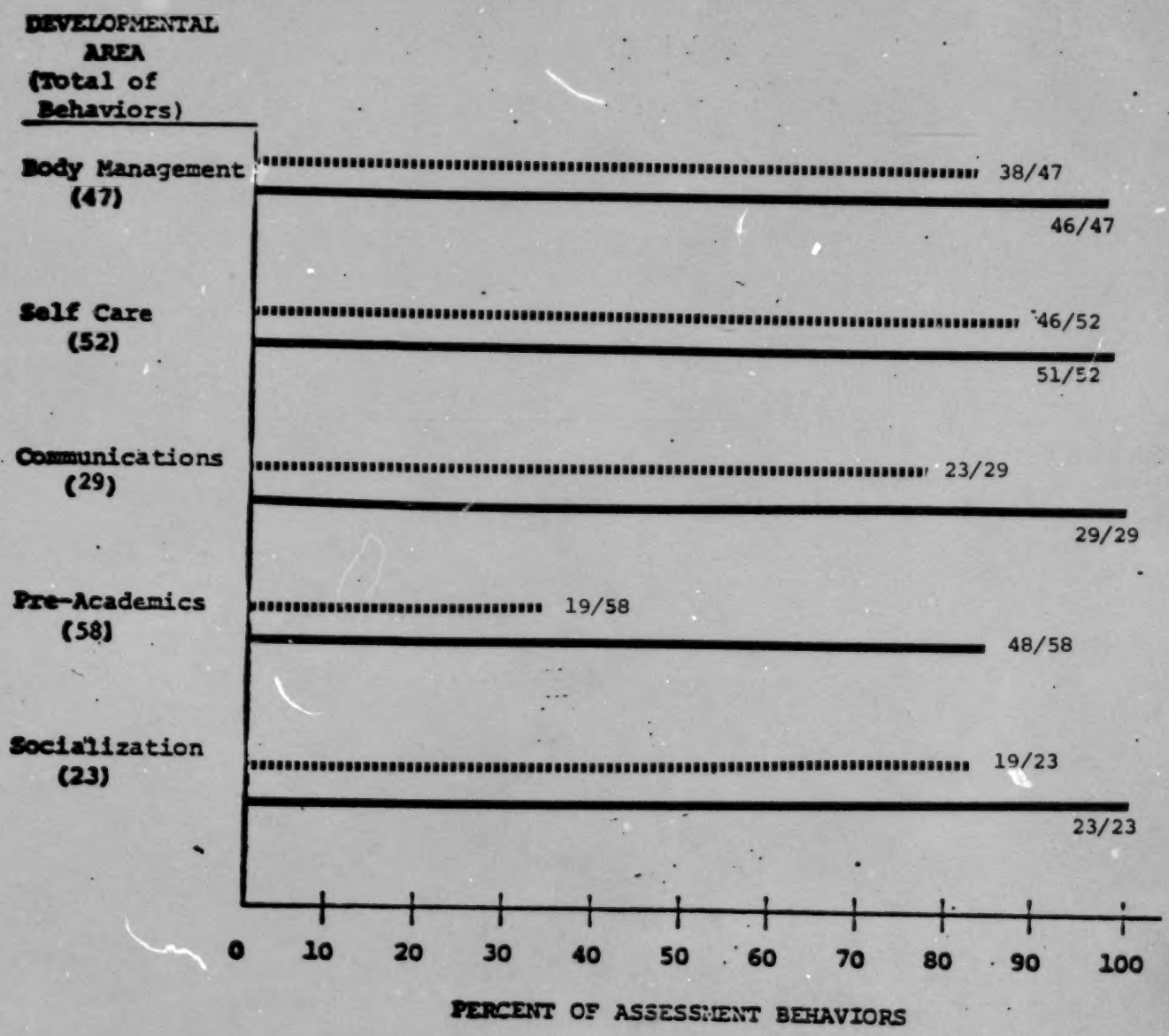


Table 3.0

Child Summary Percent of ABACUS Entry-Exit **Assessment** Behaviors, FY

Child Code C-7
Date of Birth 1/8/78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

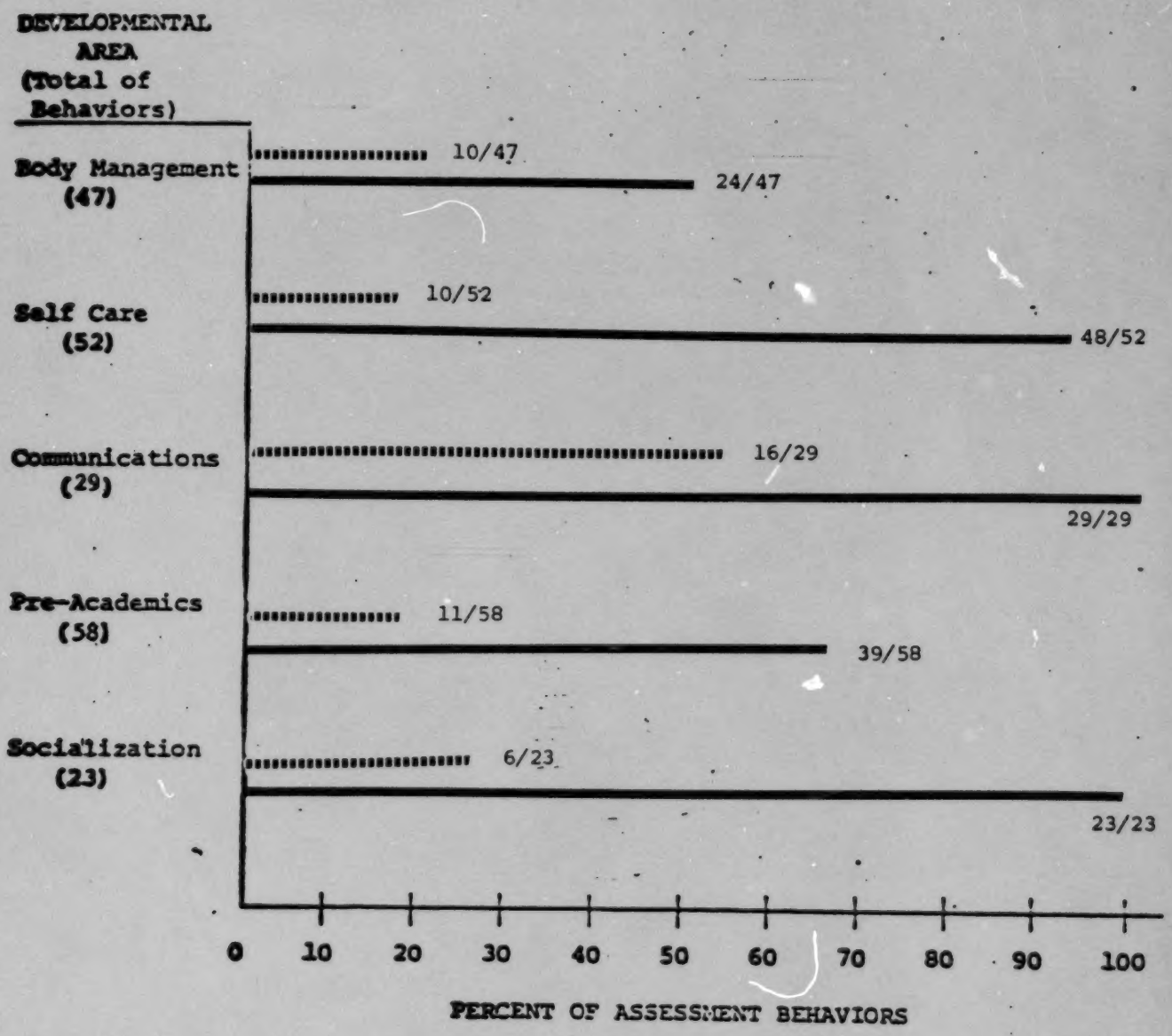


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code B-9
Date of Birth 7/7/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

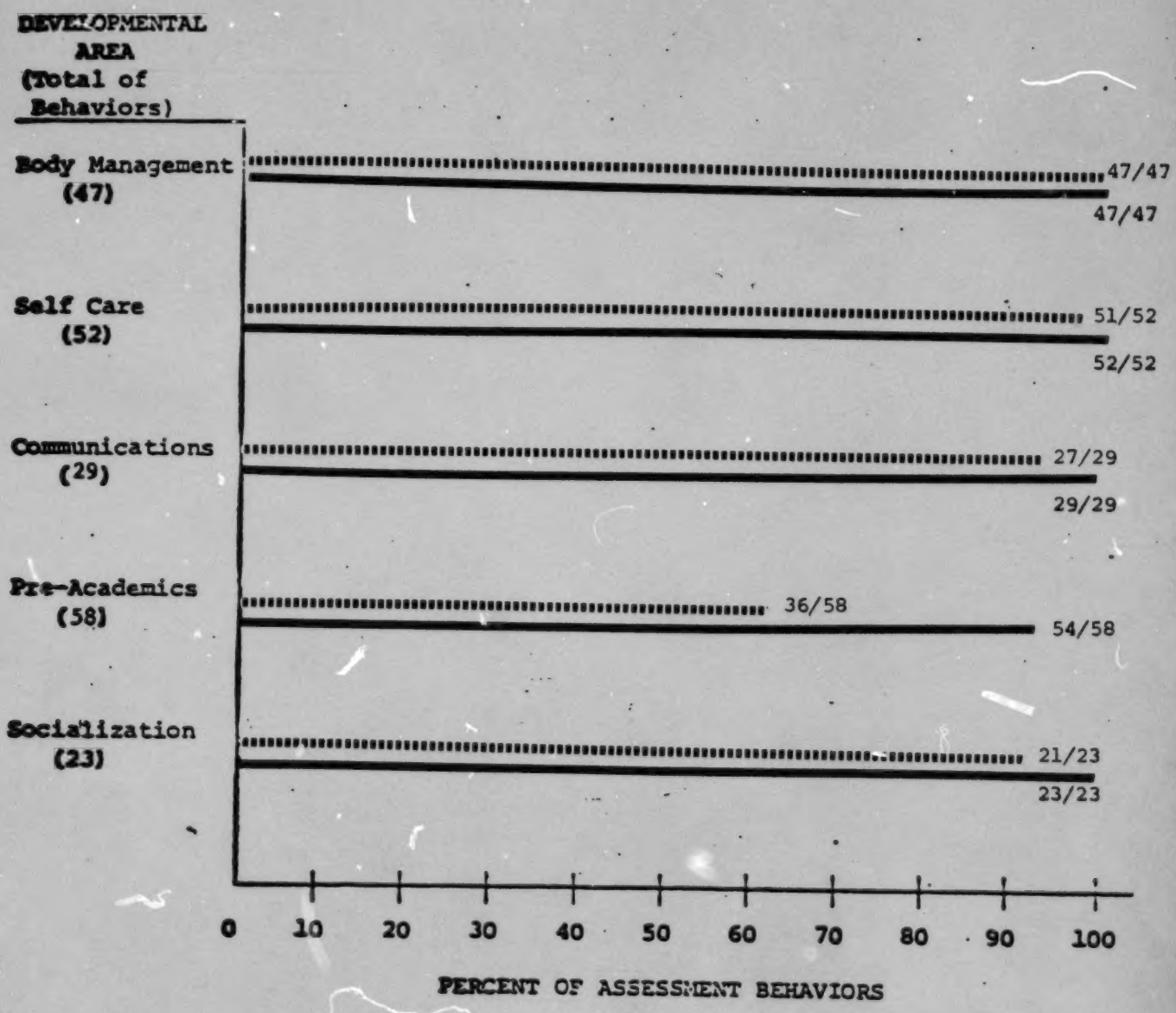


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-6
Date of Birth 8/19/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

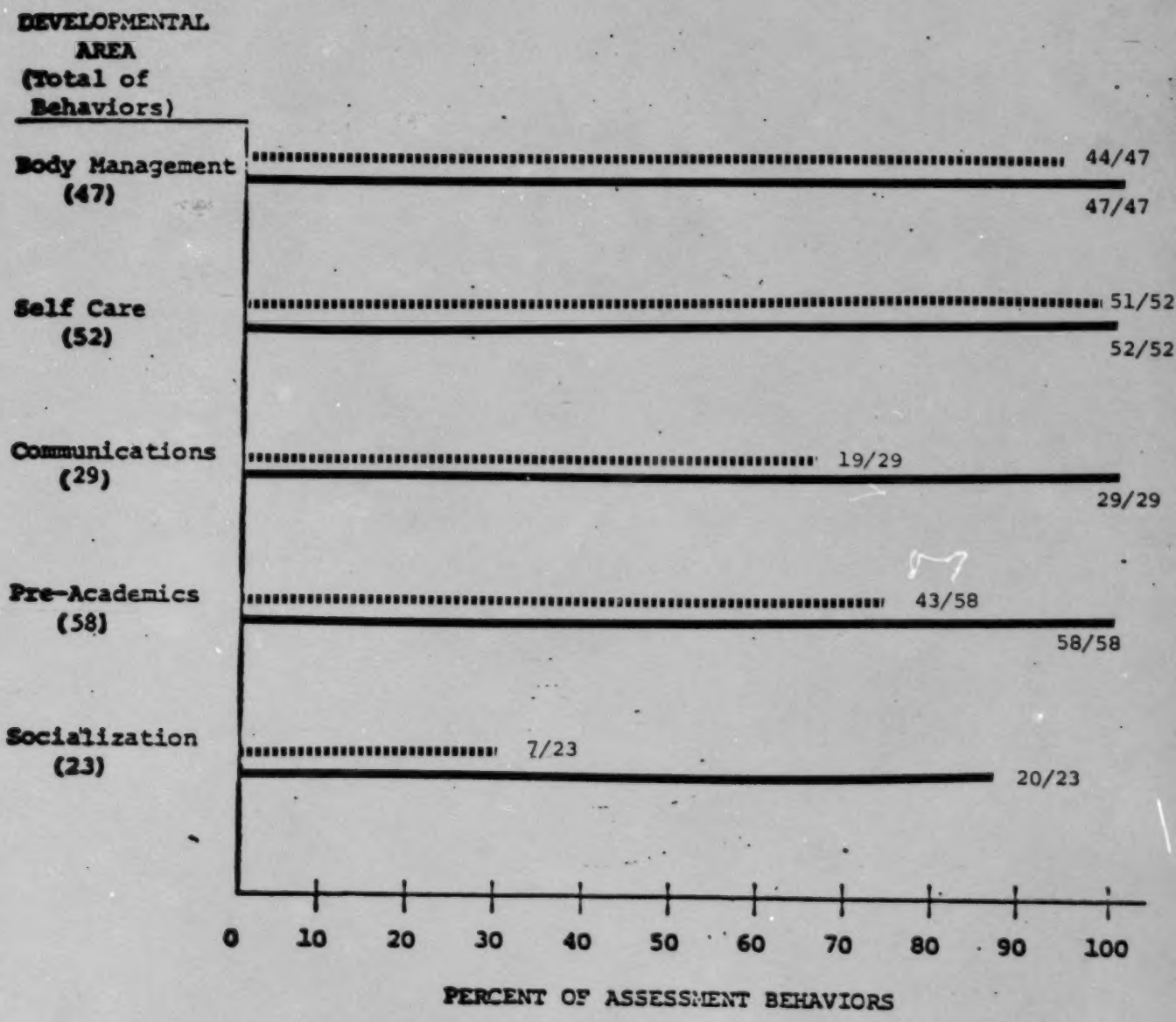


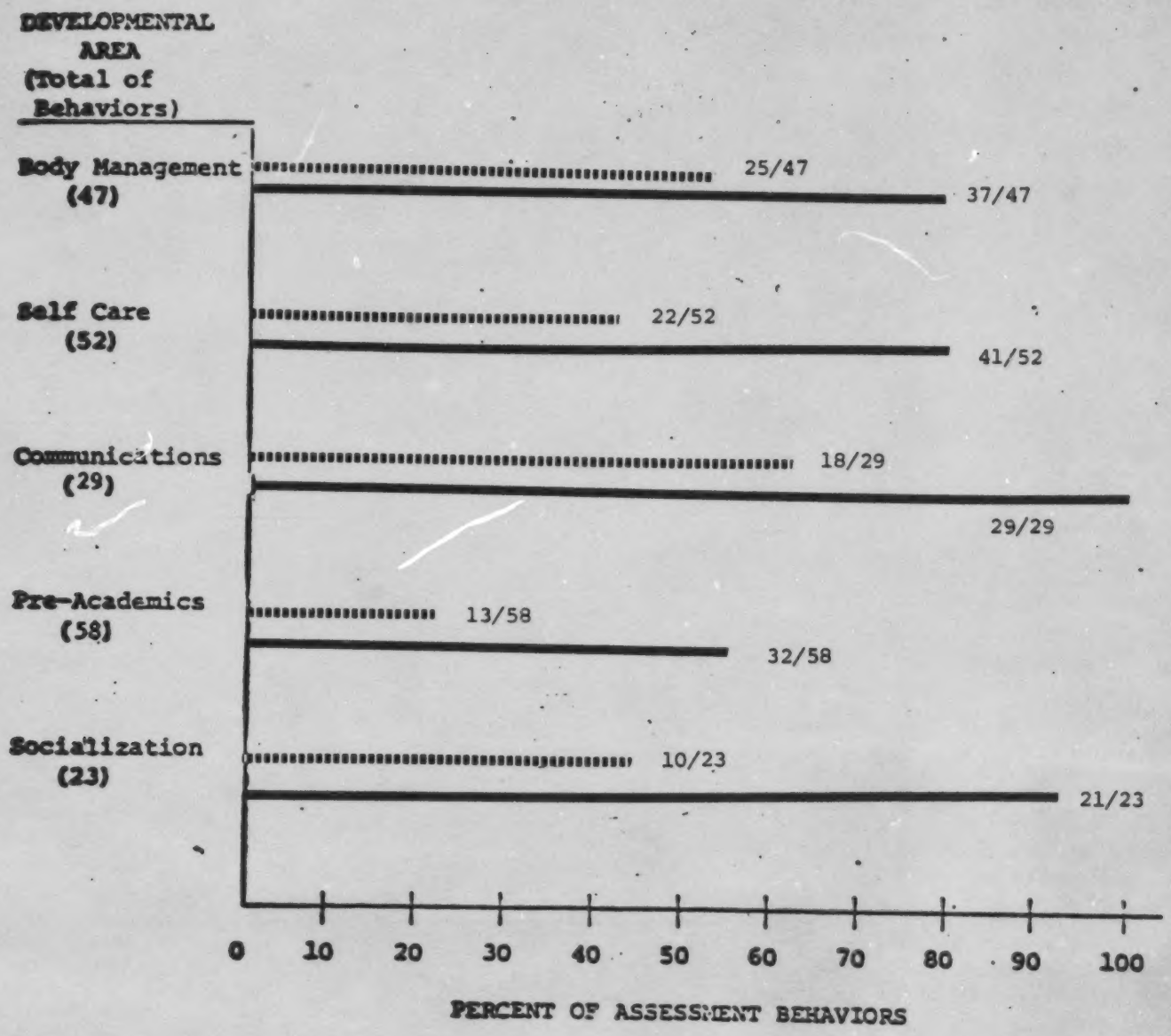
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J-12
Date of Birth 5/21/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Project E.I.P.
Tucson, Arizona

Table 1 indicates that 9 children were involved in the Project First Chance outreach classroom for an average of 8 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 294 behaviors were gained with individual child gains ranging from 7 behaviors in child B12 to 63 behaviors in child F12. Of the 294 behaviors gained, the largest number, 151, was in the area of Pre-Academics, with a ceiling effect accounting for fewer gains in the developmental areas of Socialization, Self-Care and Communication.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 66% of the behaviors assessed, with a range of up to 94% of the behaviors assessed. At post-test, scores ranged from 92% to 96%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the ~~seright~~ SOLID line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child

made the most gains and in which area additional progress is needed. For example, C12 completed 100% of the behaviors in Communication and demonstrated significant gains in Pre-Academics, moving from 40% at pre-testing to 72% at post-testing for a total of 18 new behaviors gained.

TABLE 1

PROJECT EIP
TUCSON, AZ
81-82

CHILD EDCP CODE	MONTHS IN PFC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
A-12	8	2	0	2	5	1	10
B-12	8	0	0	0	7	0	7
C-12	7	6	0	0	18	5	29
D-12	8	2	7	5	19	1	34
E-12	8	0	7	4	21	1	33
F-12	8	6	10	13	26	8	63
H-12	8	4	8	4	25	7	48
I-12	8	5	12	8	14	1	40
J-12	8	2	7	5	16	0	30
TOTAL BEHAVIORS GAINED		27	51	41	151	24	294

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

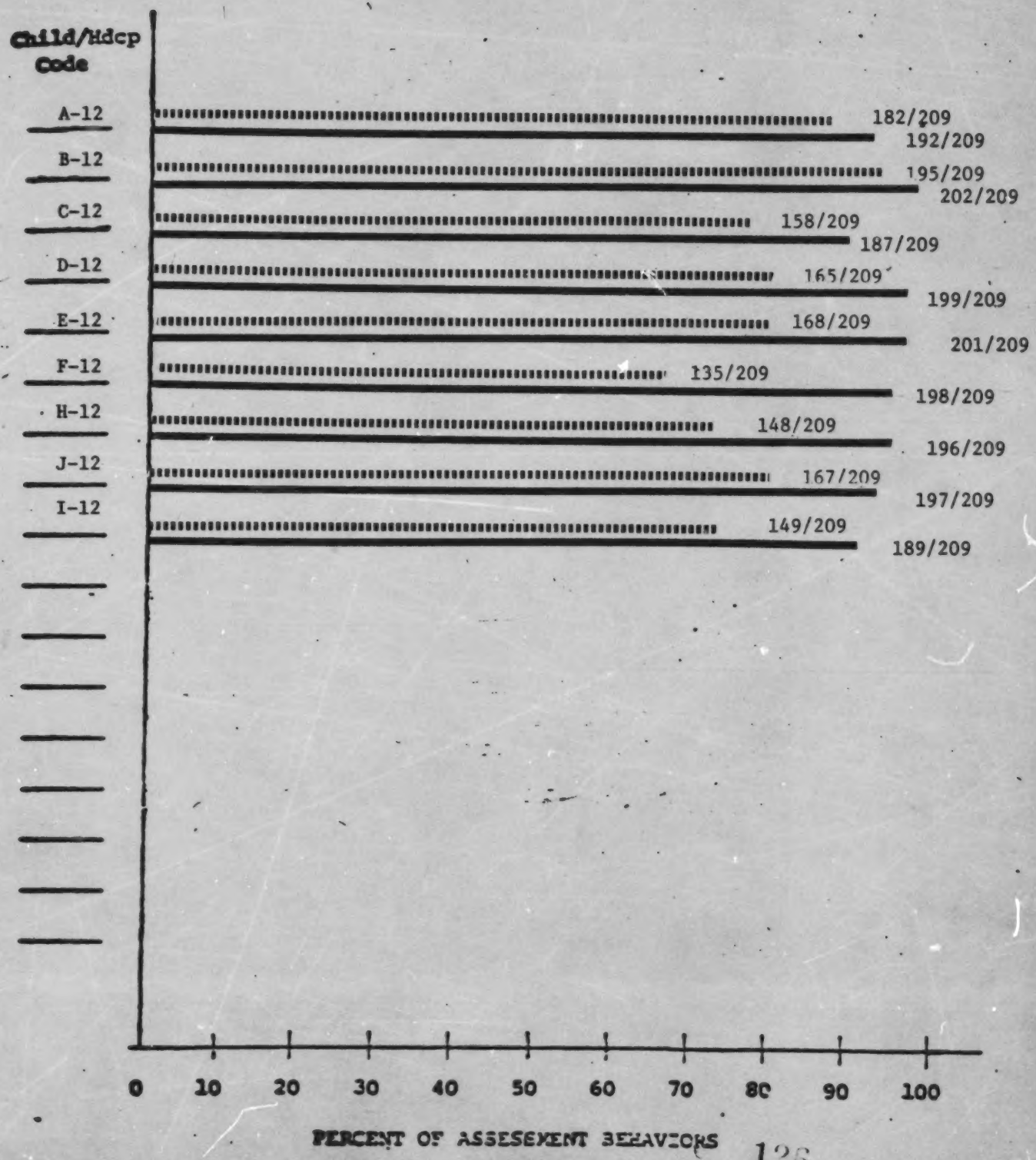


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-12
Date of Birth 7-29-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

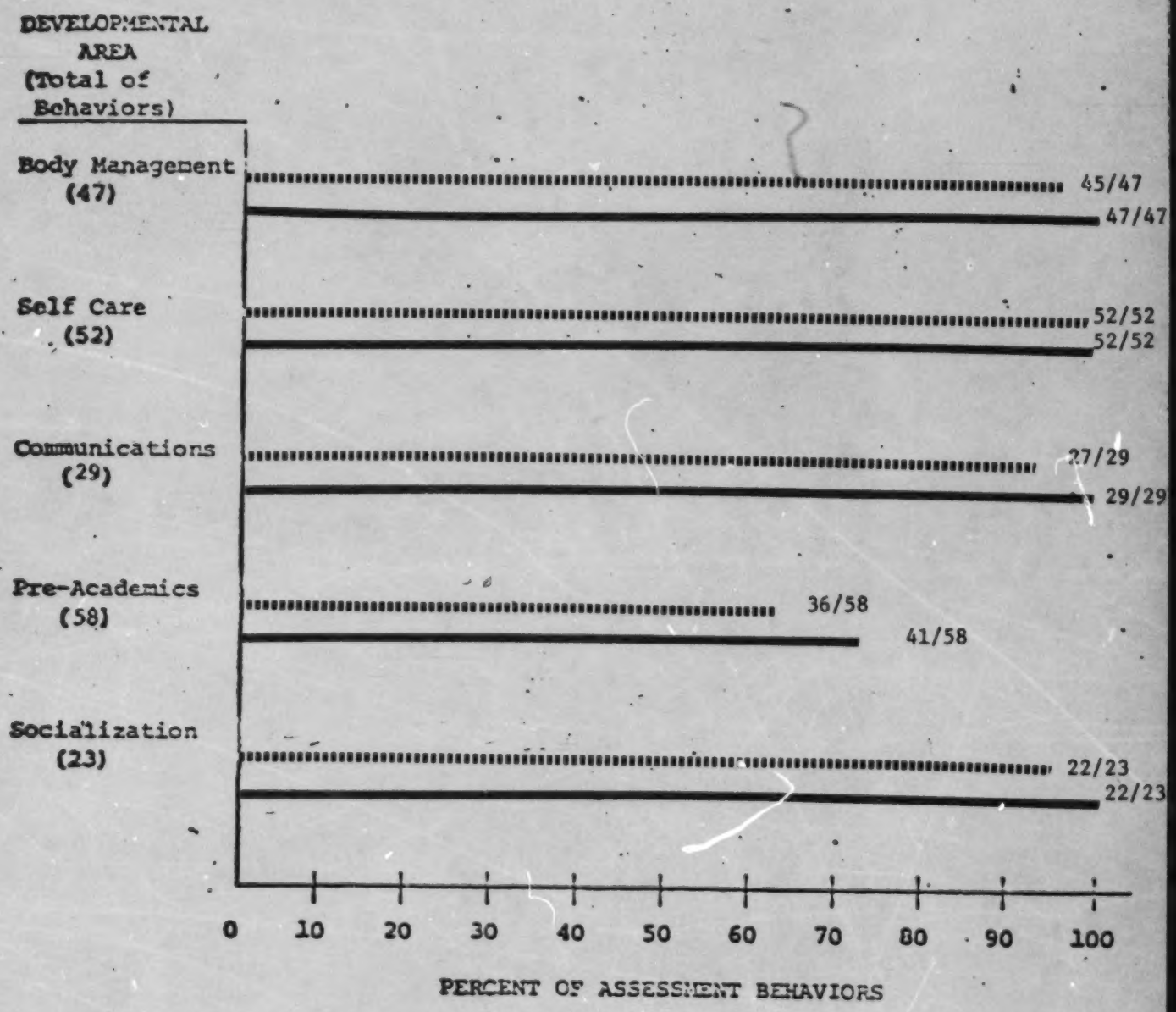


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code B-12
Date of Birth 12-3-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

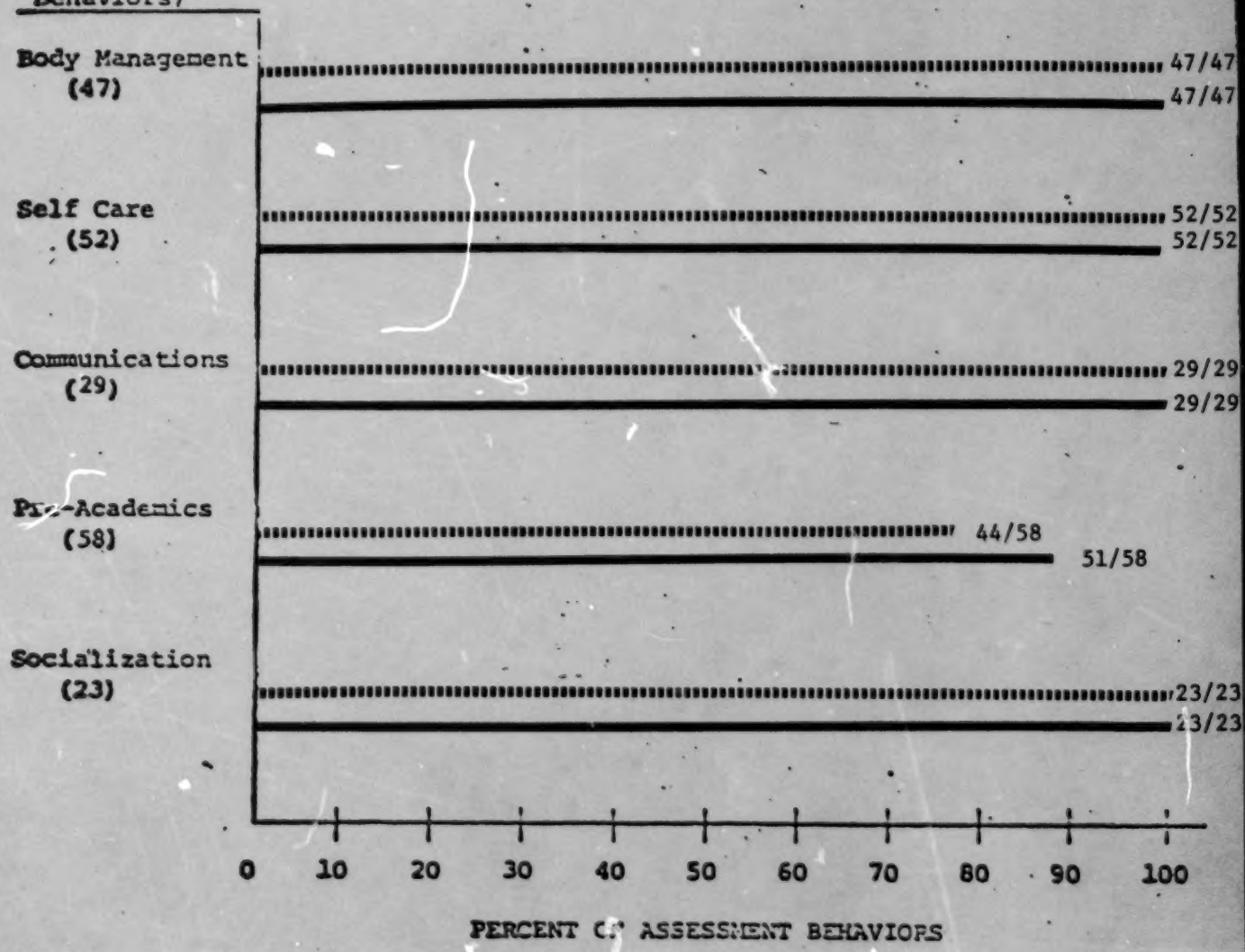


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C-12
Date of Birth 3-26-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

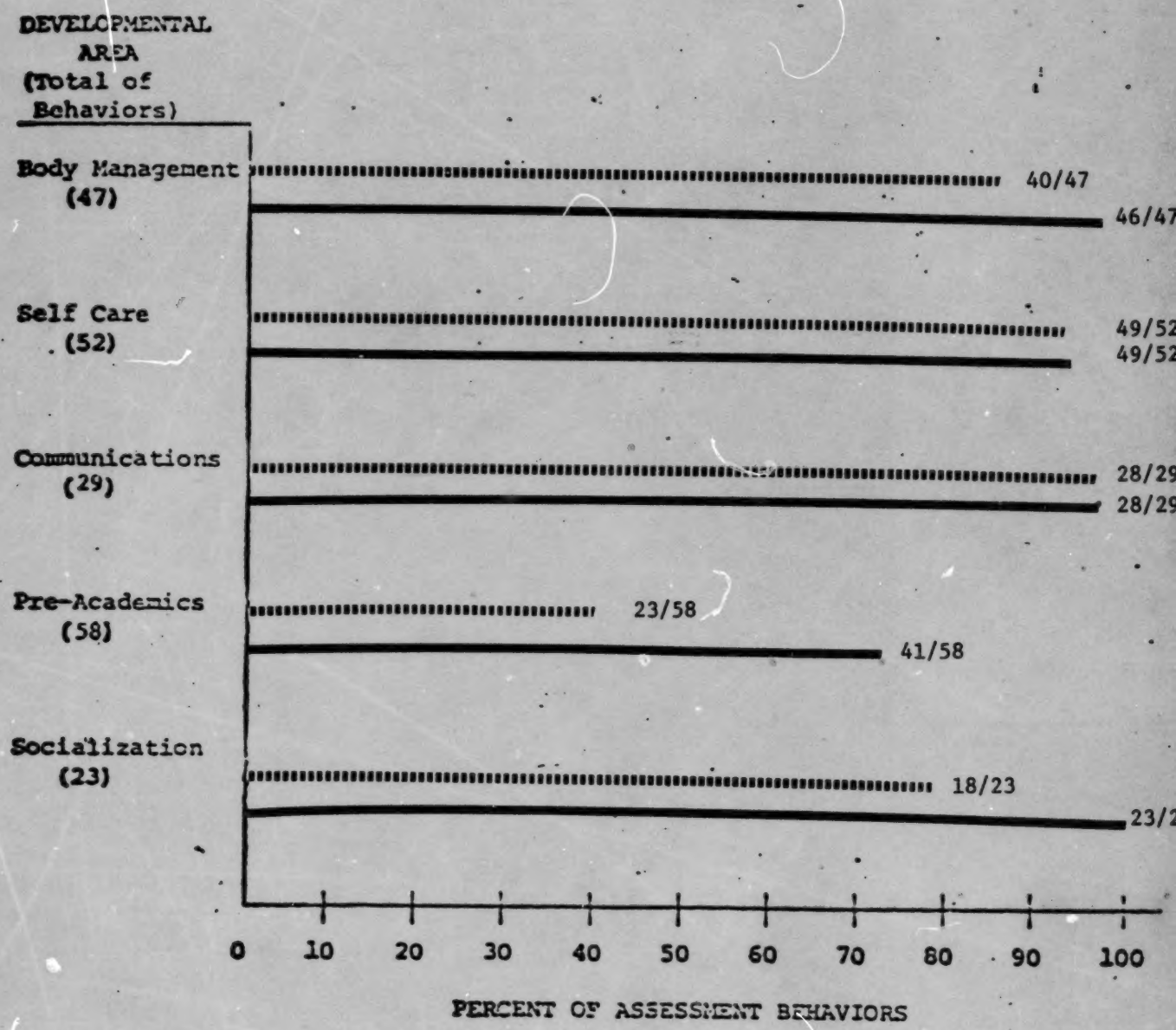


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D-12
Date of Birth 9-16-78
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

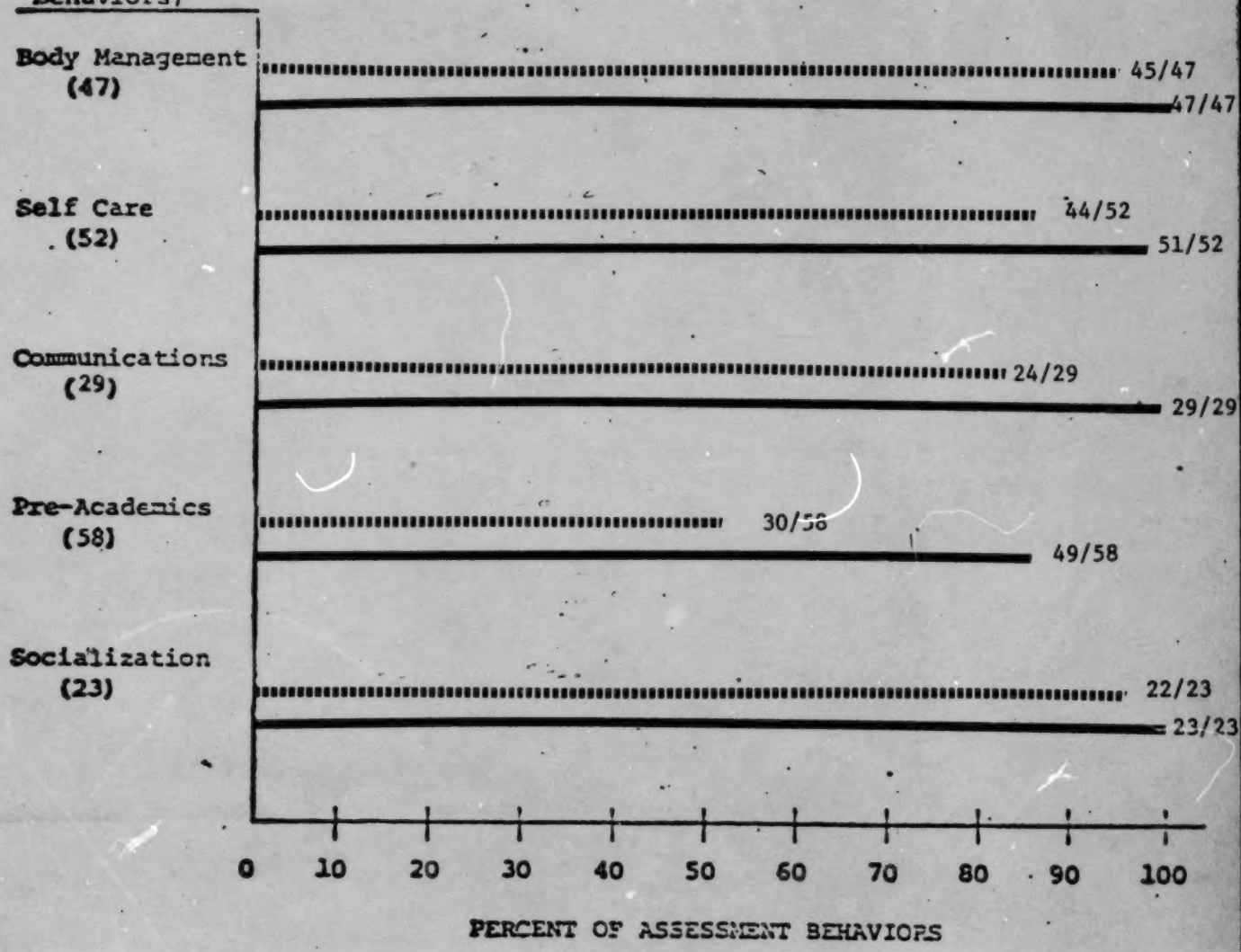


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code E-12
Date of Birth 5-30-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

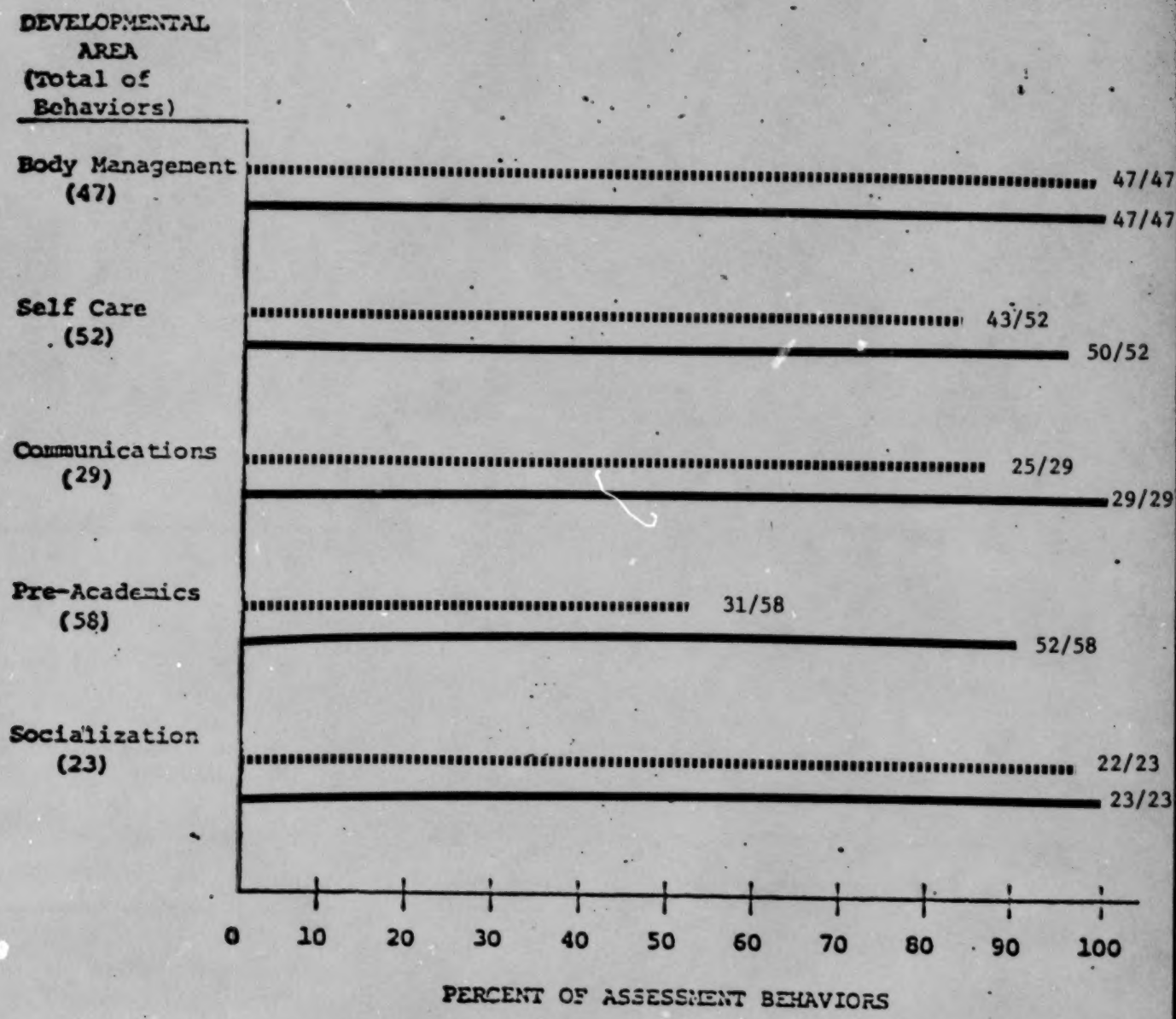


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code F-12
Date of Birth 1-17-79
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

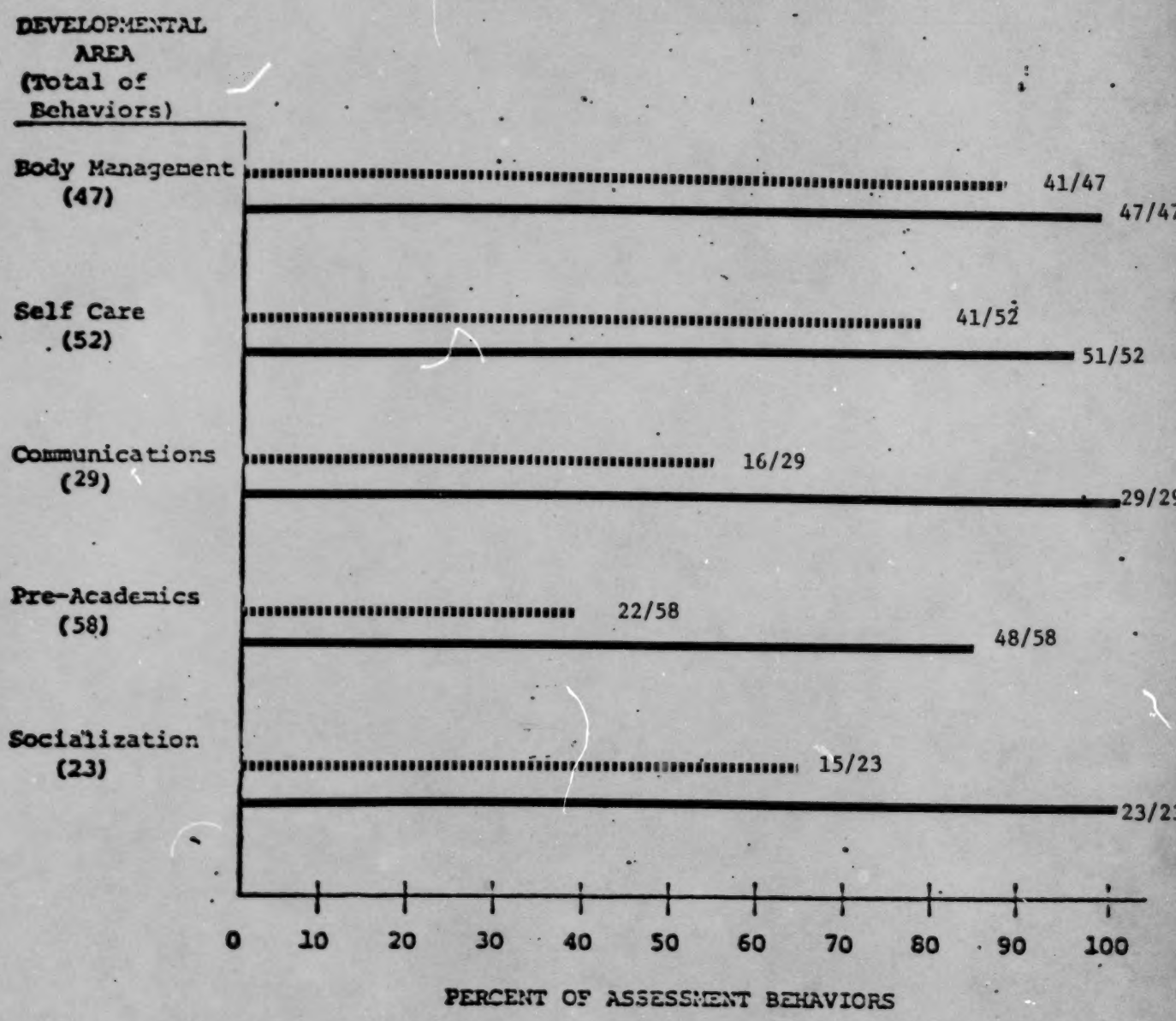


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code H-12
Date of Birth 10-20-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

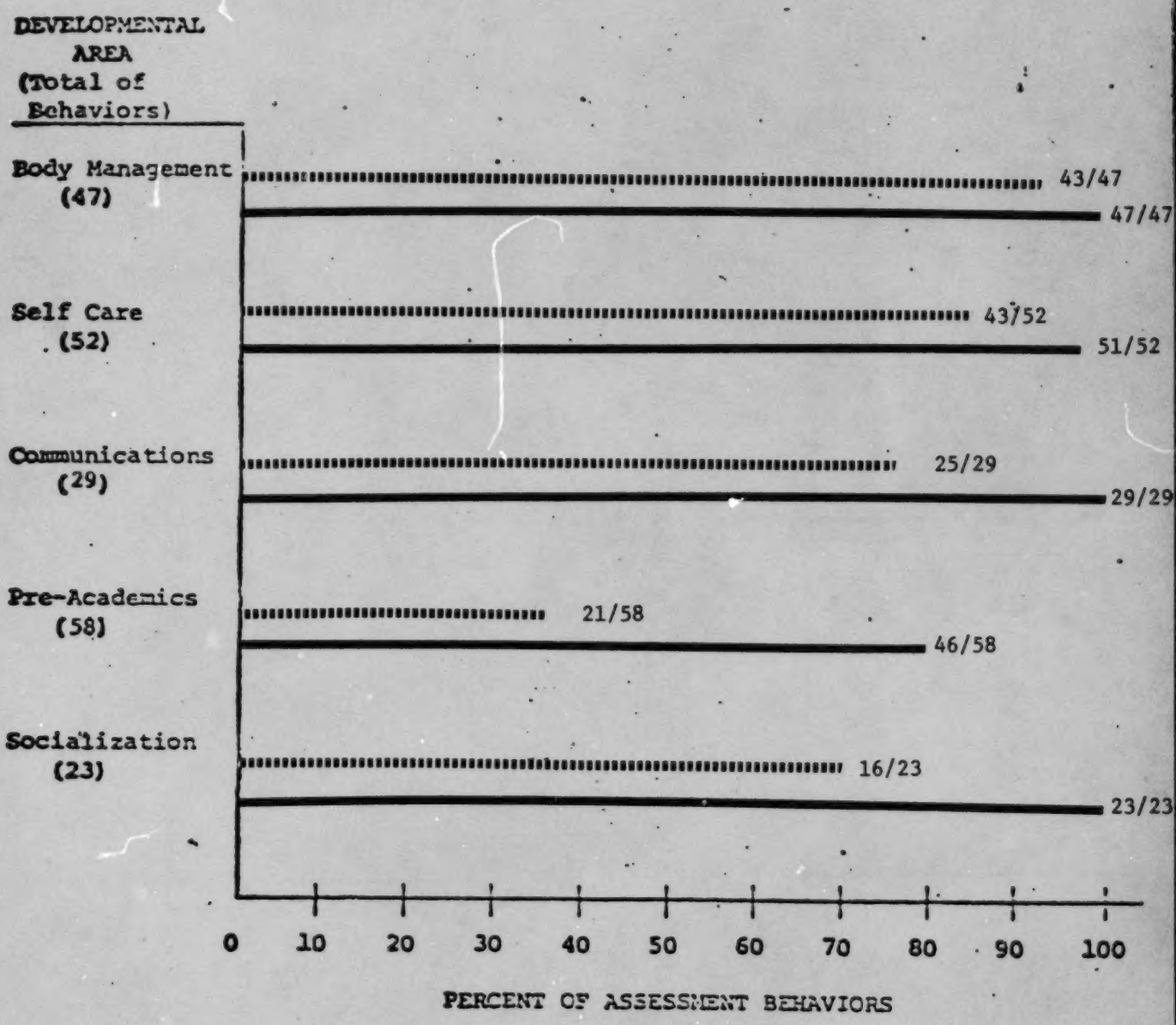


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code I-12
Date of Birth 1-8-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

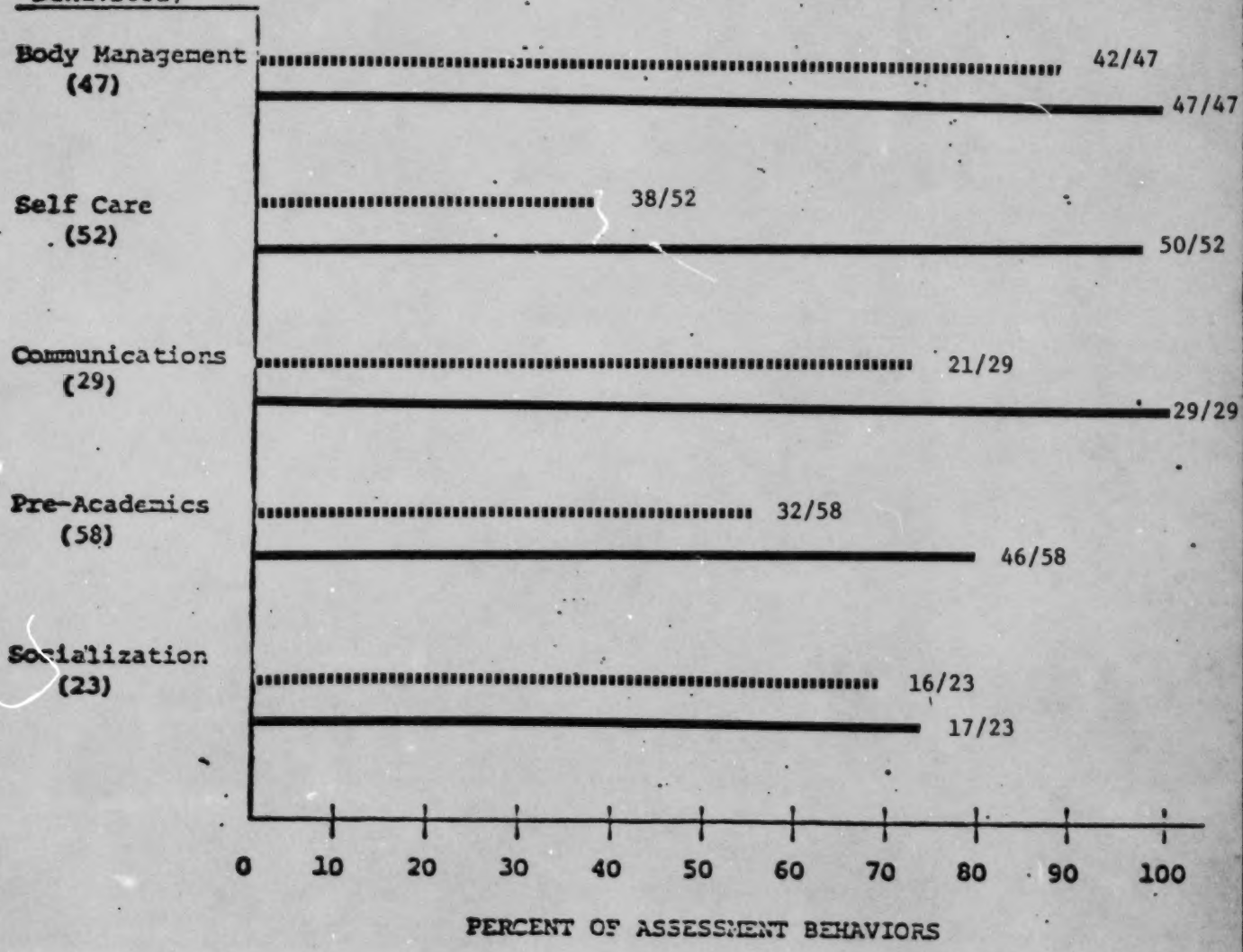


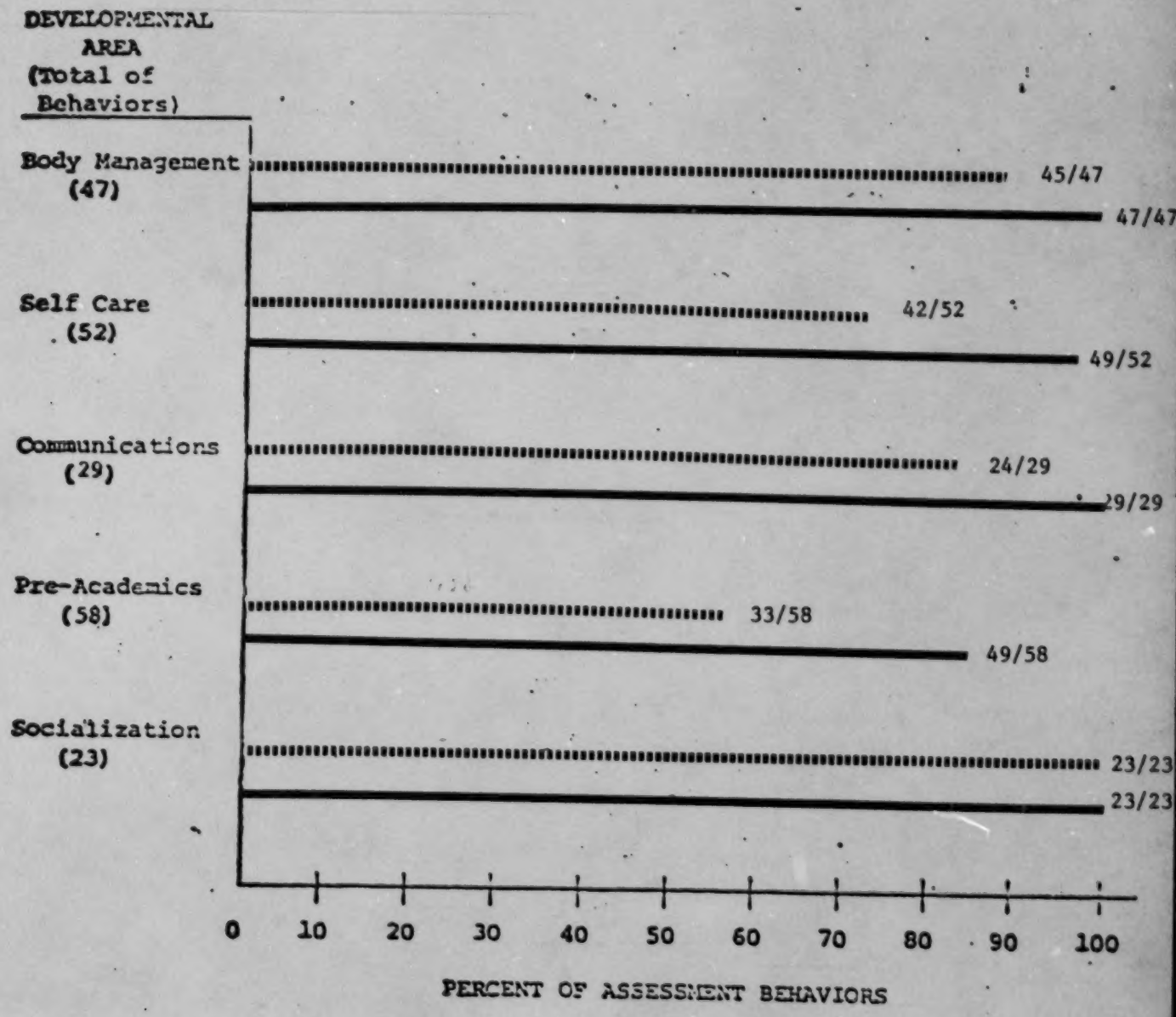
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J-12
Date of Birth 7-15-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)



Child Progress Data: Huntsville Middle School
Barbara Coleman/Berry

Table 1 indicates that 9 children were involved in the Project First Chance outreach classroom for an average of 6 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 115 behaviors were gained with individual child gains ranging from 10 behaviors to 16 behaviors. Of the 115 behaviors gained, the largest number, 87, was in the area of Pre-Academics, with less emphasis placed on the other four developmental areas.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed % of the behaviors assessed, with a range of up to % of the behaviors assessed at pre-test. Post-testing yielded a range of % to %.

Table III, with progress delineated for each child, is useful in discussing teach child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the stright line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For

example, MH mastered 55% of the behaviors in Pre-Academics at pre-testing and 72% of the behaviors at post-testing. In Socialization 85% of the behaviors had been acquired at pre-testing and at post-testing 100% of the behaviors had been acquired.

Huntsville Middle School

Huntsville, Texas

Barbara Coleman/Berry

81-82

CHILD IDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
B.T.	6	1			9		10
T.W.	6			0	16		16
T.S.	6	4	3	3			10
J.M.	6				10		10
W.J.	6				16		16
Q.H.	6	5	1	7			13
M.H.	6			1	11	3	15
L.G.	6				11		11
C.E.	6				14		14
TOTAL BEHAVIORS GAINED		10	4	11	87	3	115

Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code B.T.
Date of Birth 3/3/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

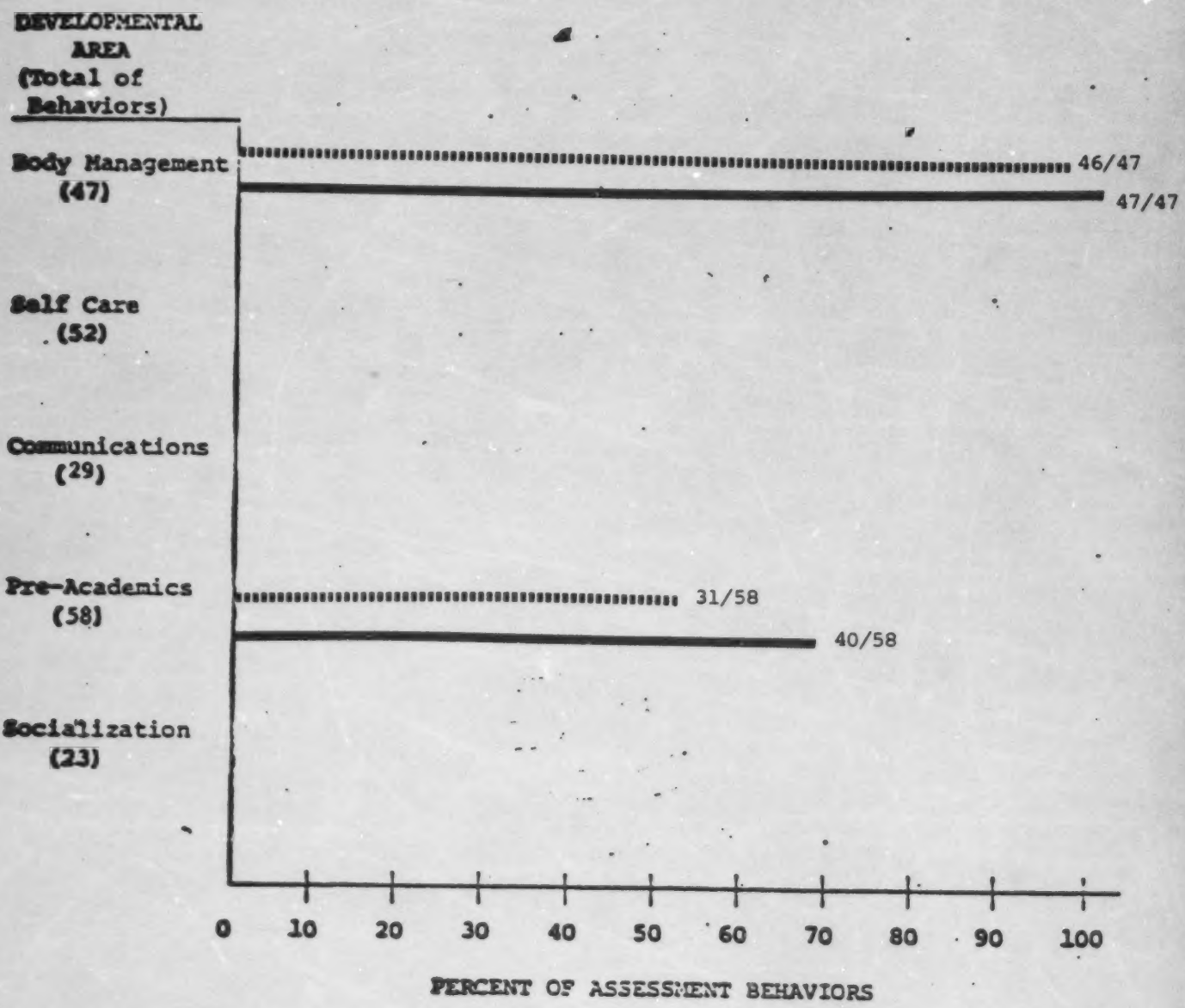


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code W.T.
Date of Birth 1-21-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

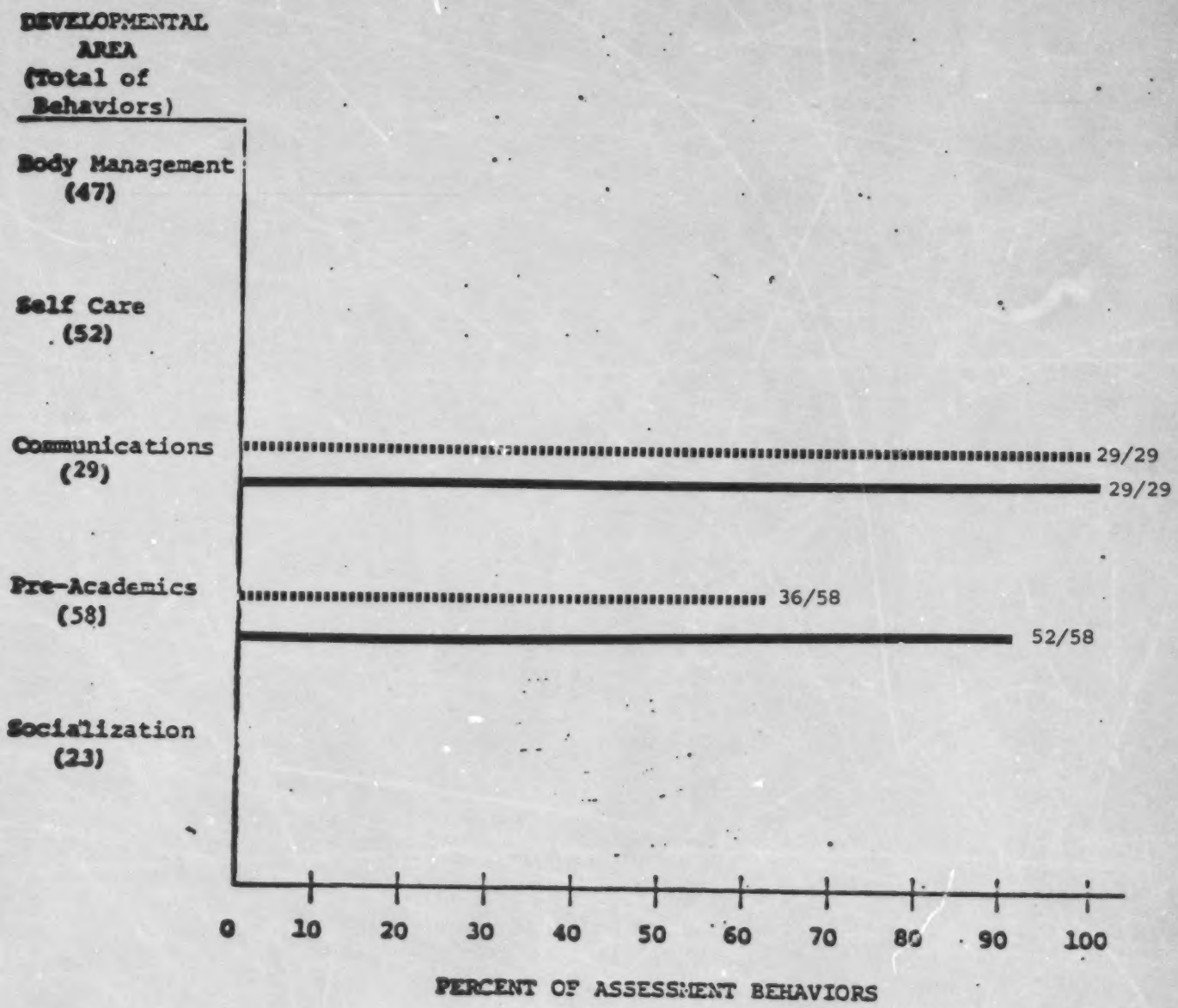


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.S.
Date of Birth 11/8/74
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

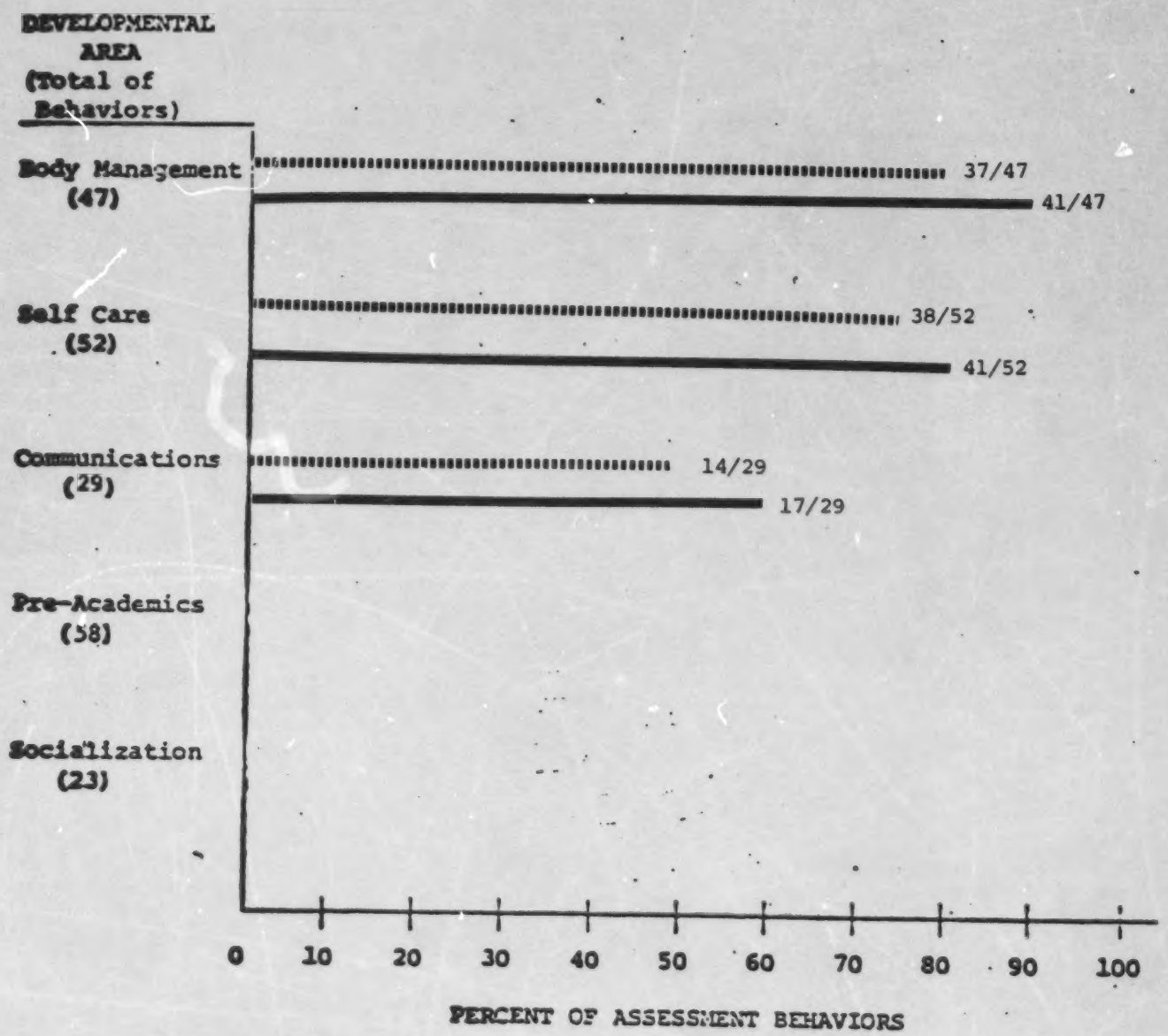


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.M.
Date of Birth 6/8/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

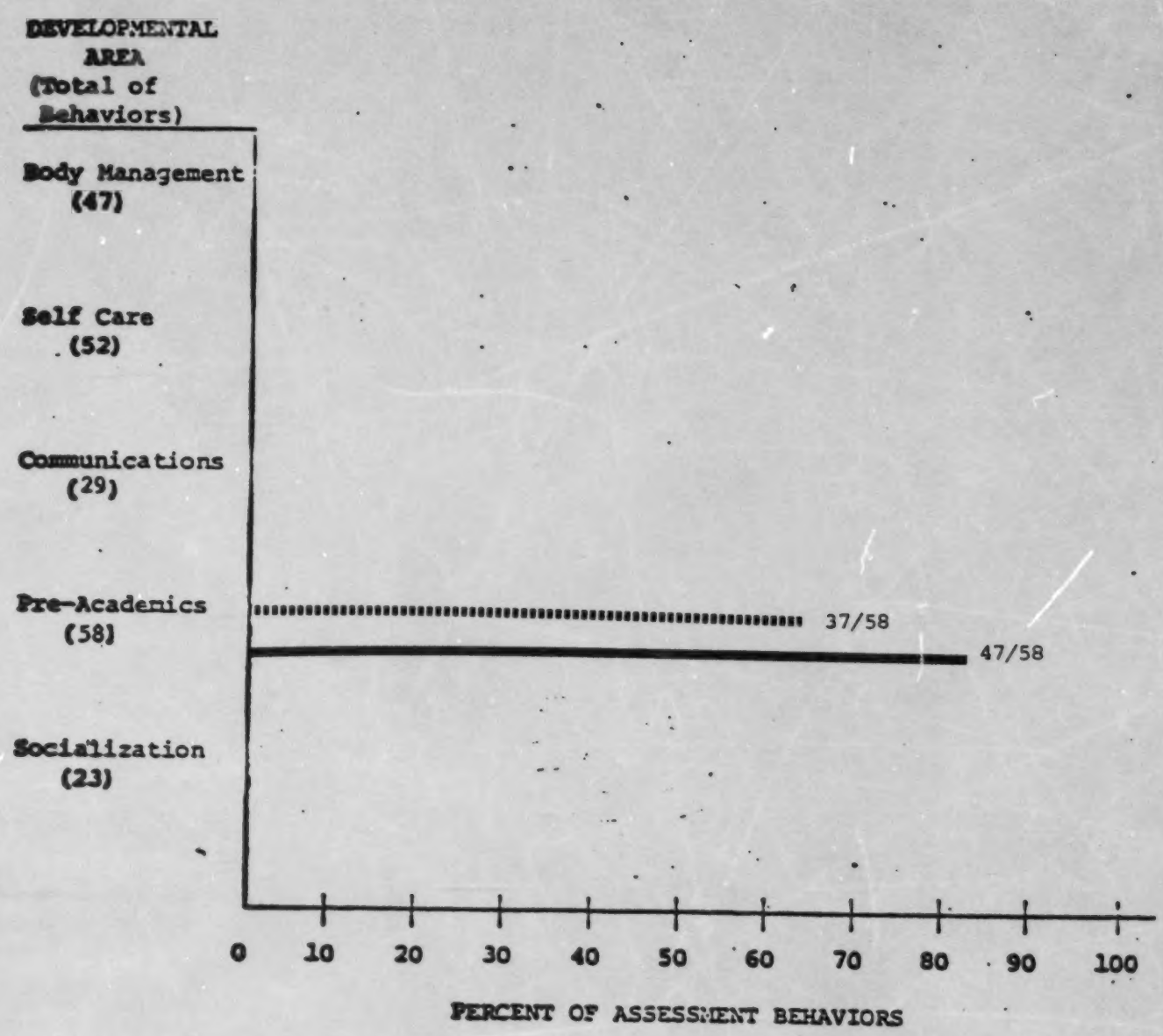


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code W.J.
Date of Birth 8/24/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

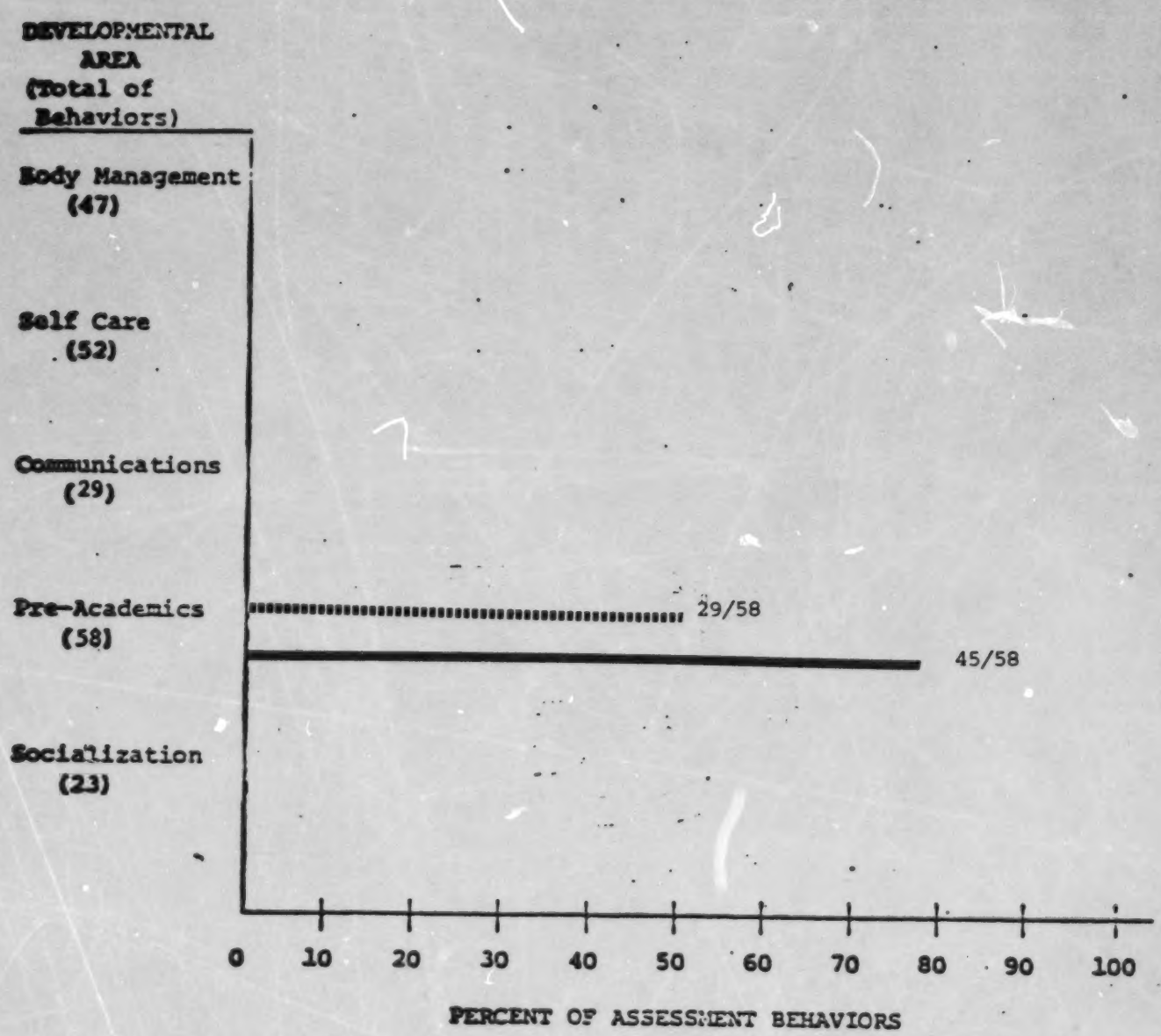


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.H.
Date of Birth 5/17/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

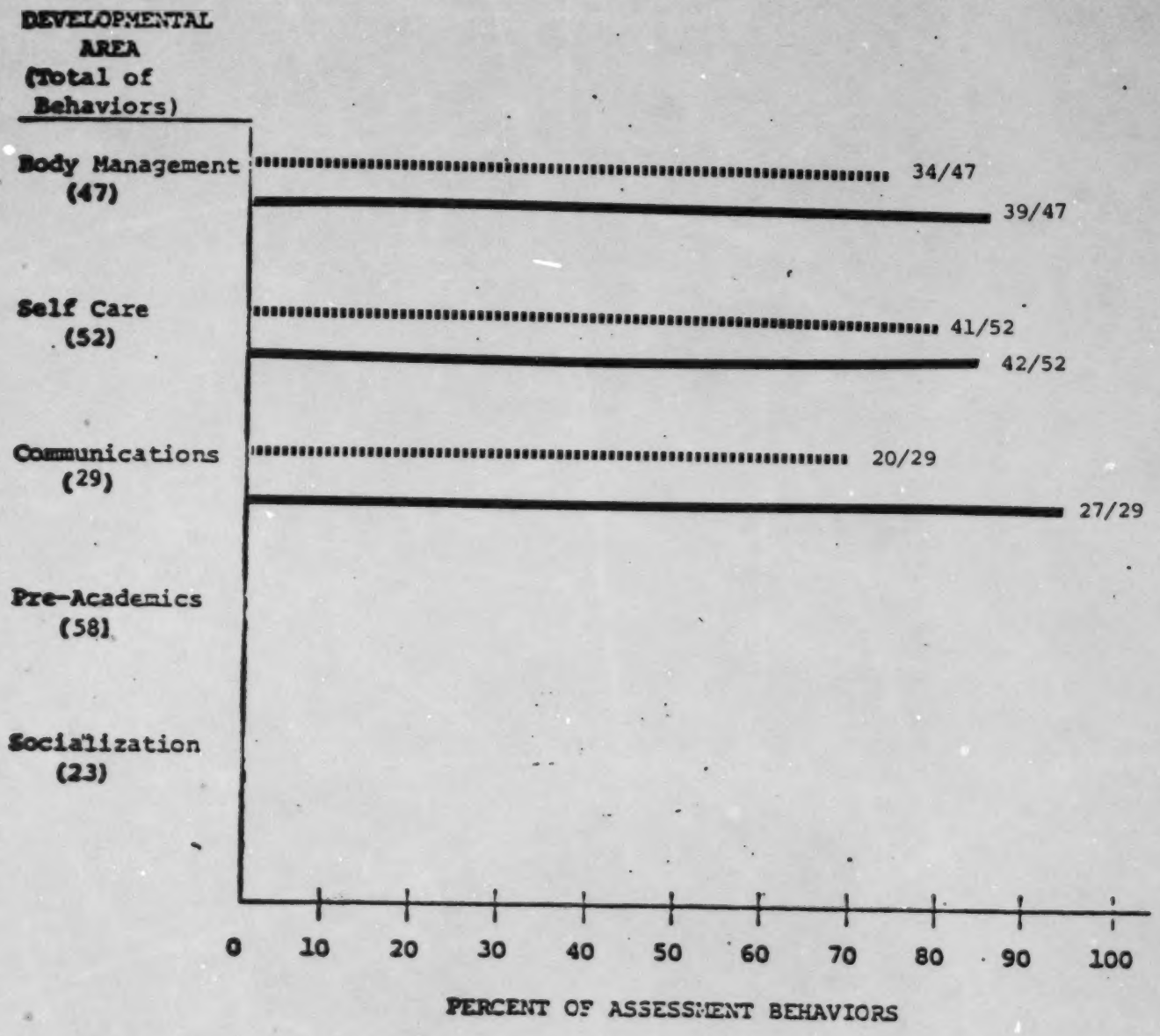


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.H.
Date of Birth 5/30/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

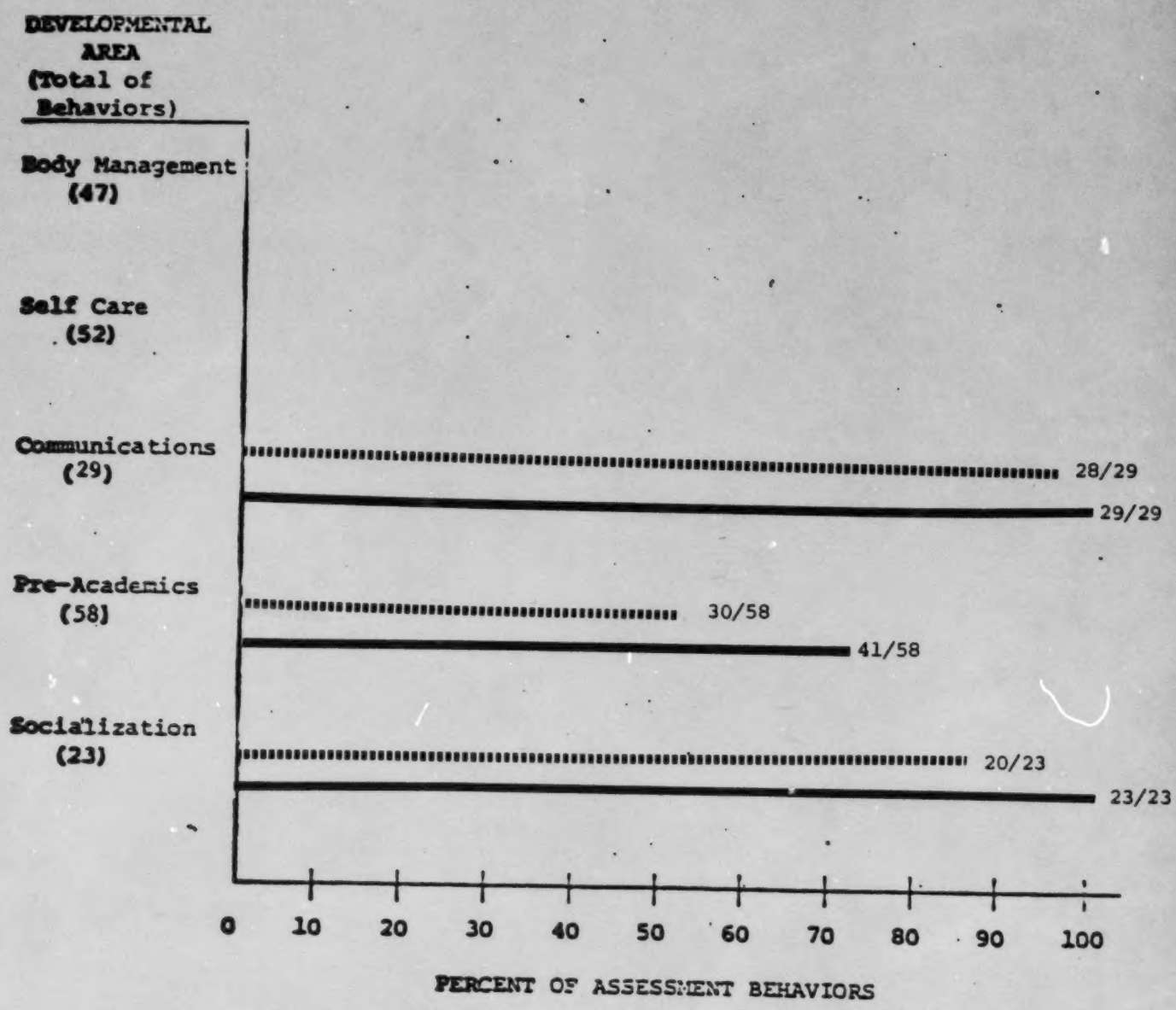


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code L.G.
Date of Birth 9/29/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

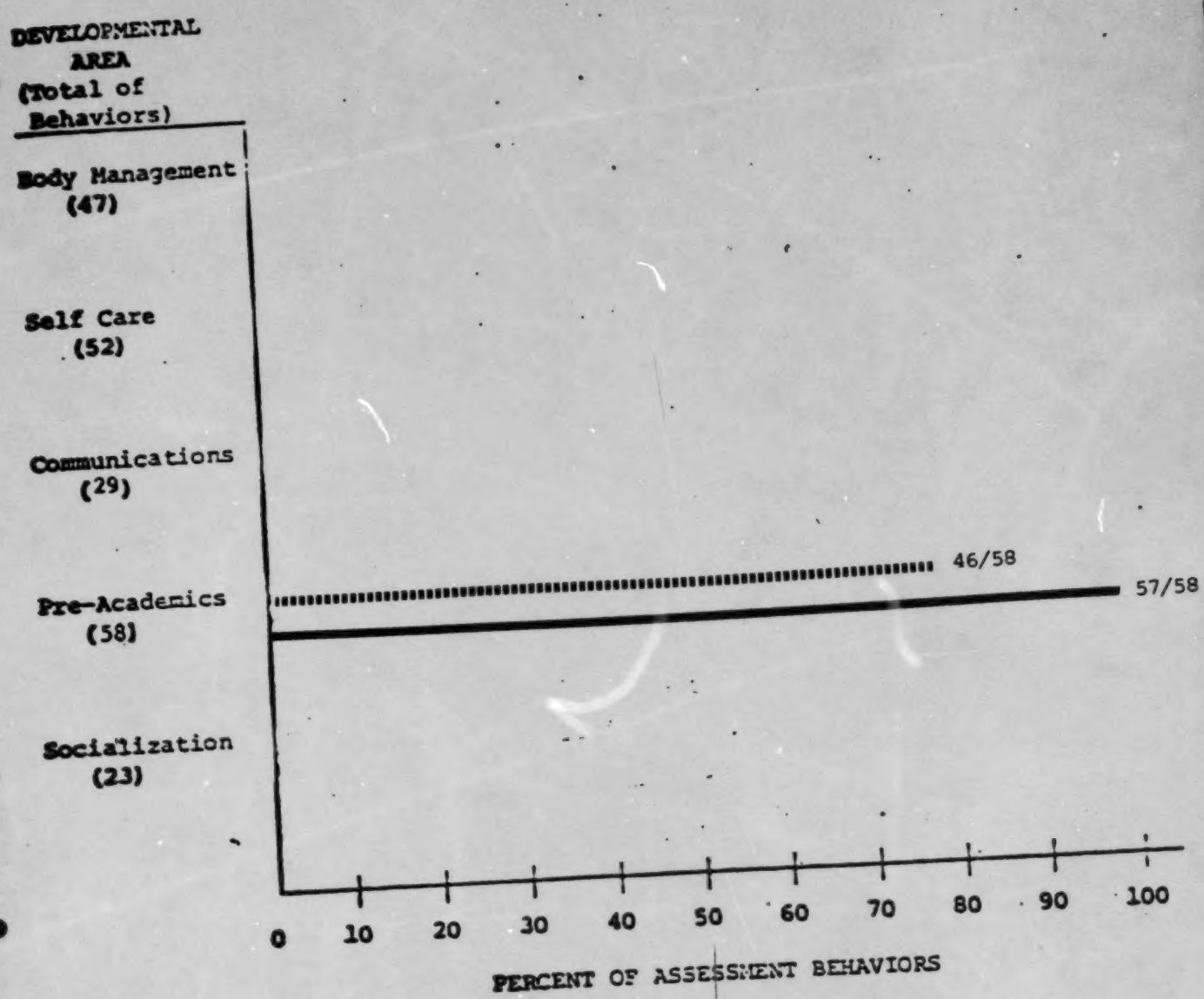


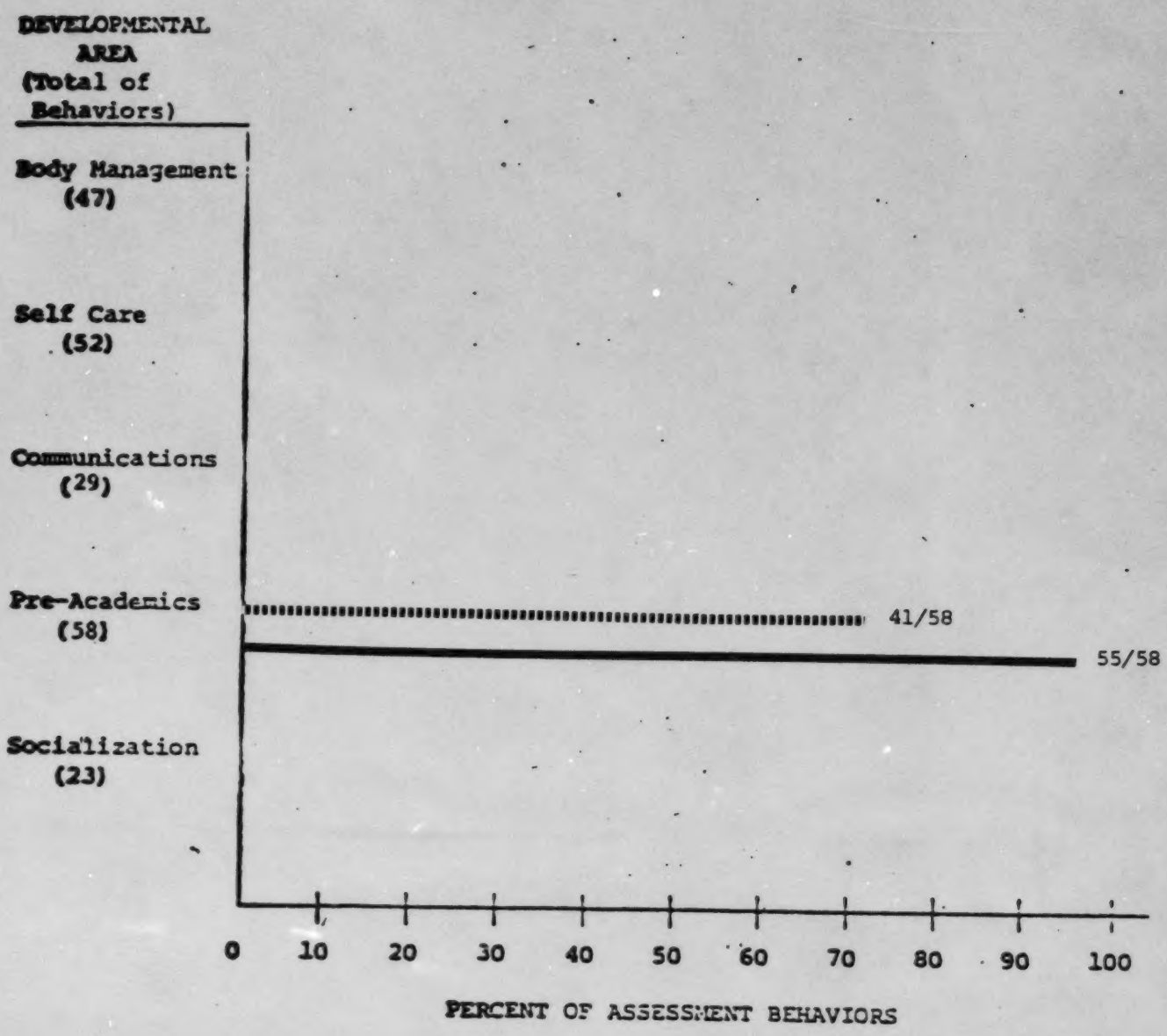
Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code C.E.
Date of Birth 3/7/77
Handicapped Code _____

ENTRY ▬ ▬ ▬ ▬ ▬
(entry/total behaviors)

EXIT ▬▬▬▬▬▬▬▬
(exit/total behaviors)



Child Progress Data: CO-PASS
Tucson, Arizona

Table 1 indicates that 16 children were involved in the Project First Chance outreach classroom for an average of 5.5 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 455 behaviors were gained with individual child gains ranging from 3 behaviors in child G7 to 64 behaviors in child L7. Of the 455 behaviors gained, the largest number, 188, was in the area of Pre-Academics, with fewer gains in the other four developmental areas as a result of their high pre-test scores in these areas.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 35% of the behaviors assessed, with a range of up to 95% of the behaviors assessed. At post-testing scores ranged from 68% to 98%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the stright line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child

made the most gains and in which area additional progress is needed. For example, U completed only 65% of the behaviors in Socialization at pre-testing and 90% at post-testing acquiring 6 new behaviors. In Communication Q moved from 65% mastery at pre-test to 80% mastery at post-test.

TABLE 1

Project CO-PAS
Tucson, AZ
81-82

CHILD EDCP CODE	MONTHS IN PFC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
F-7	4	2	4	0	4	1	11
E-7	5	1	4	2	3	2	12
D-8	5	5	3	1	15	2	26
C-7	3	1	1	0	9	0	11
B-8	7	1	2	0	5	2	10
A-8	7	3	1	5	16	3	28
P-8	5	0	1	0	13	1	15
O-7	7	8	7	0	17	3	35
N-8/2	5	4	8	8	23	5	48
M-8/4	7	2	2	3	14	7	28
L-7	7	17	9	12	15	11	64
K-8	7	1	8	8	9	5	31
S-7	6	9	17	9	19	4	57
I-8	4.5	11	3	15	14	12	56
H-8	5	0	2	2	12	4	20
G-7	6	1	1	0	0	1	3
TOTAL BEHAVIORS GAINED		66	73	65	188	63	455

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

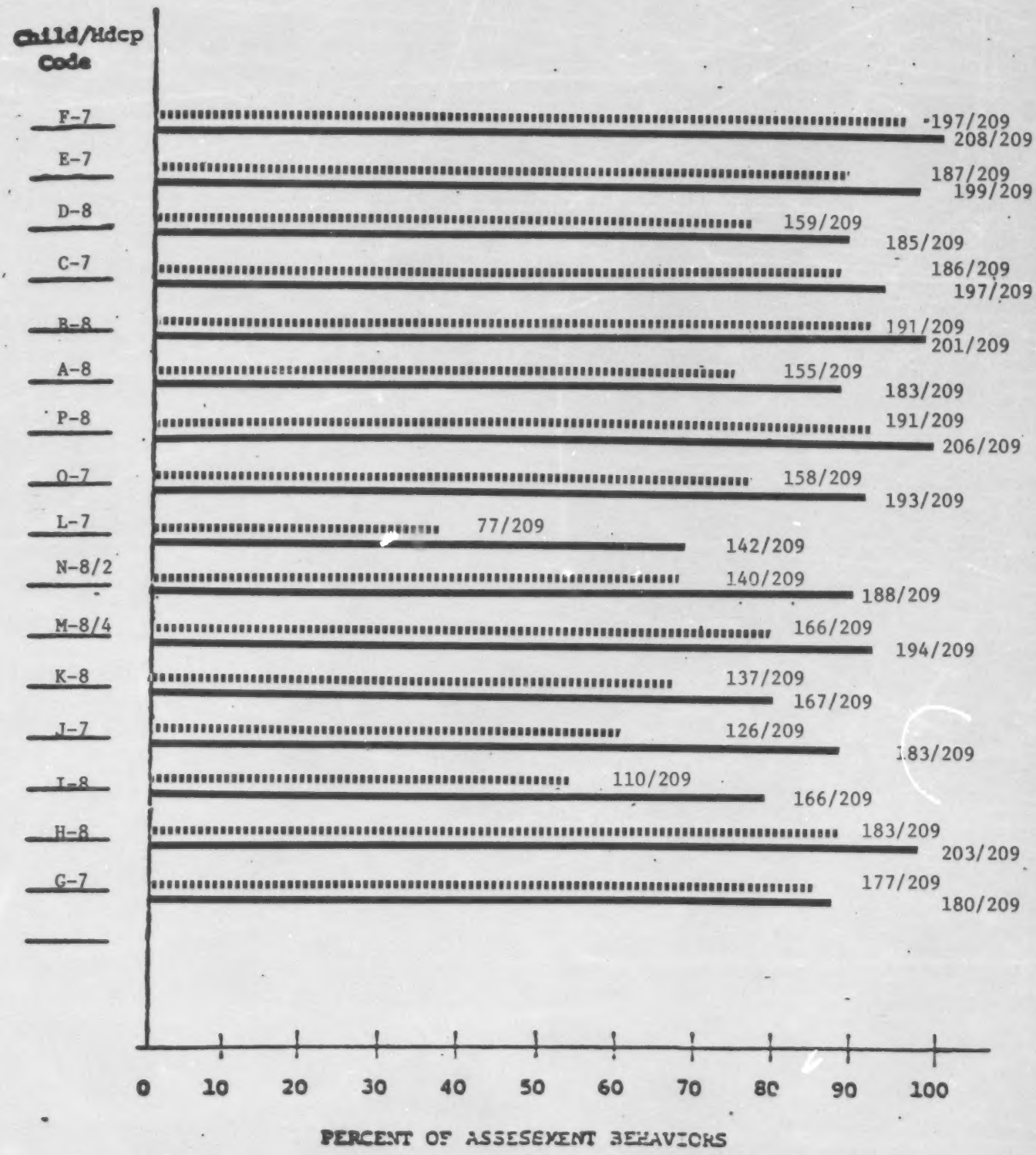


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code F-7
Date of Birth 4-14-76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

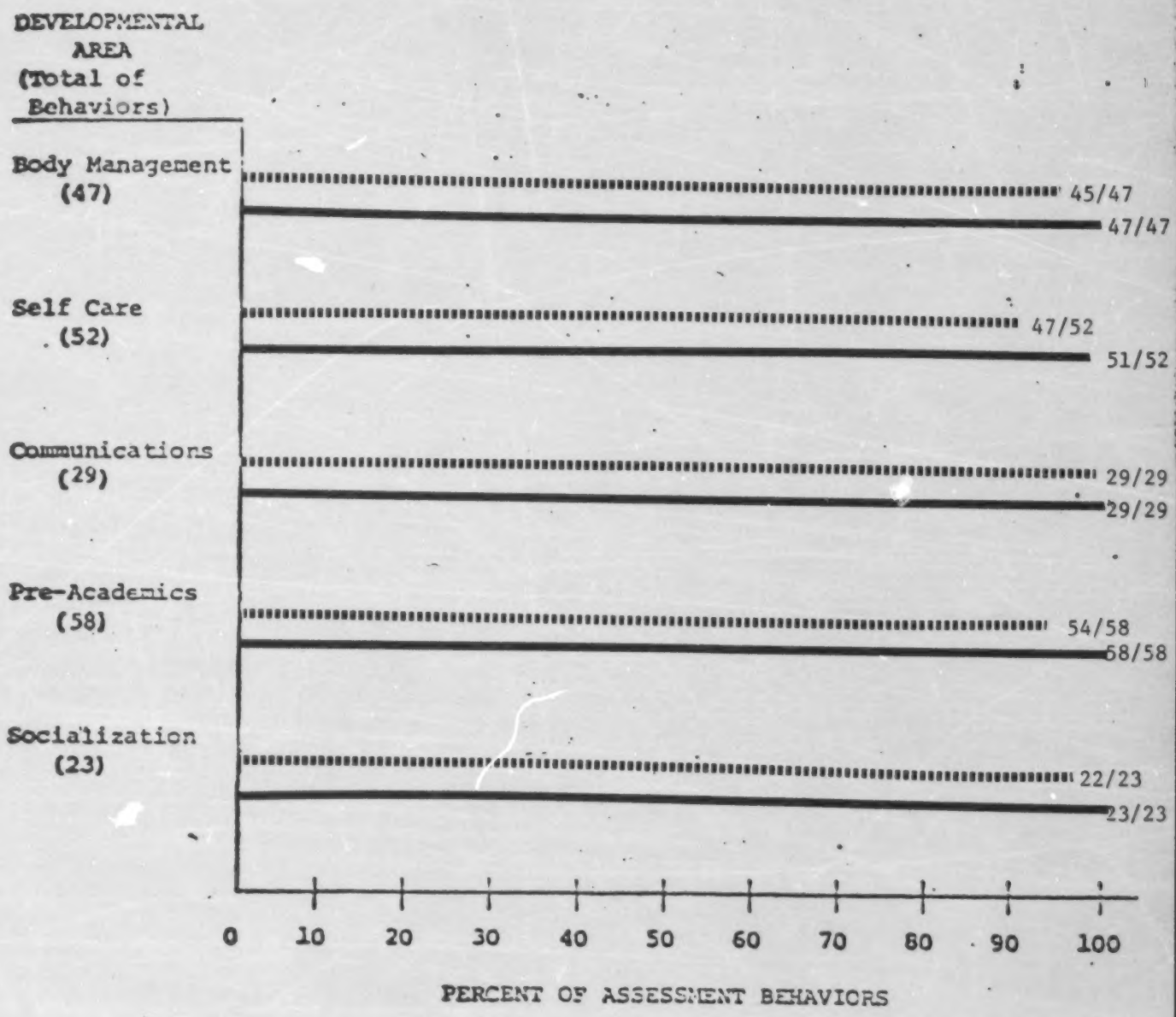


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code E-7
Date of Birth 7-6-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

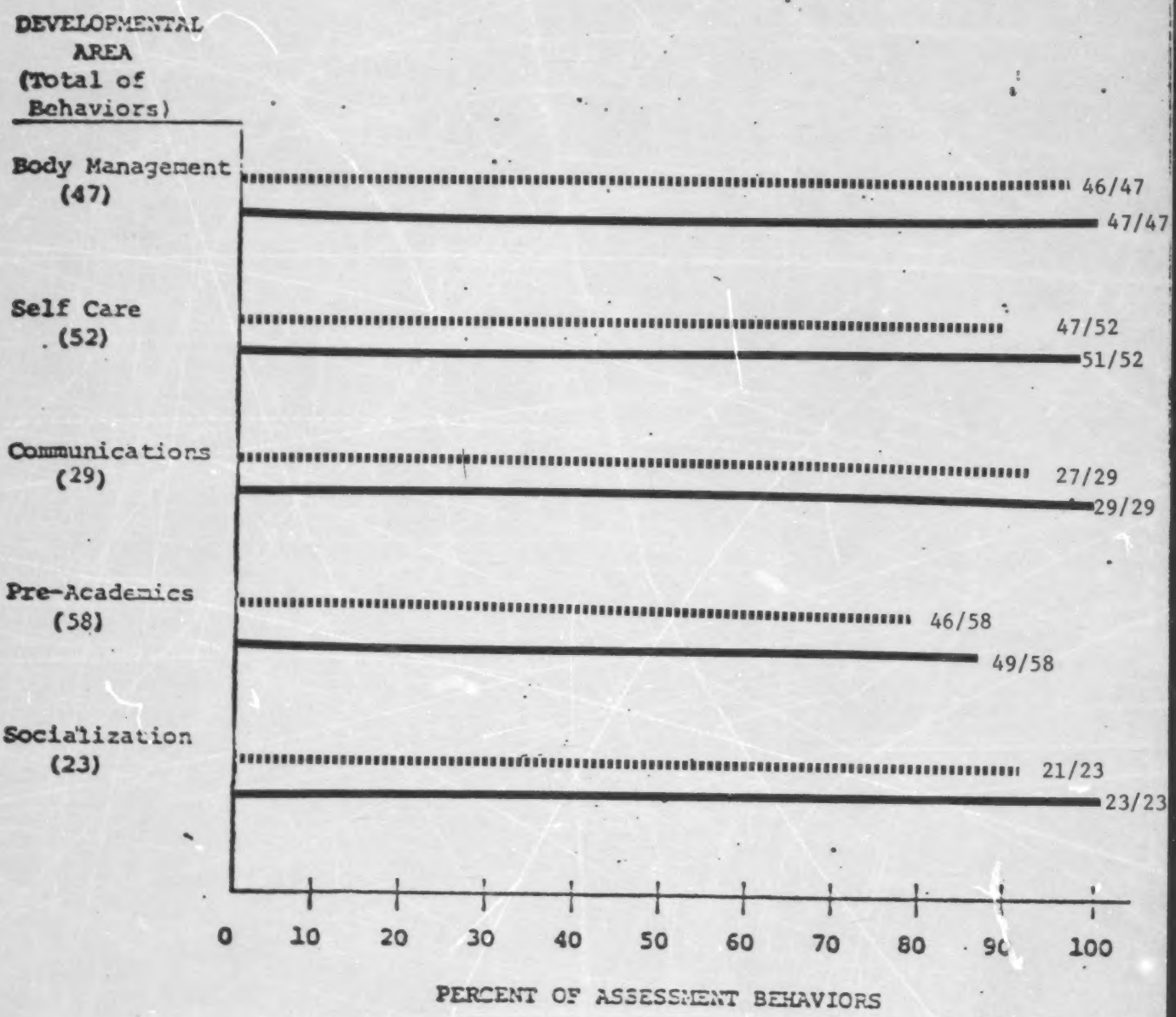


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D-8
Date of Birth 1-11-79
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

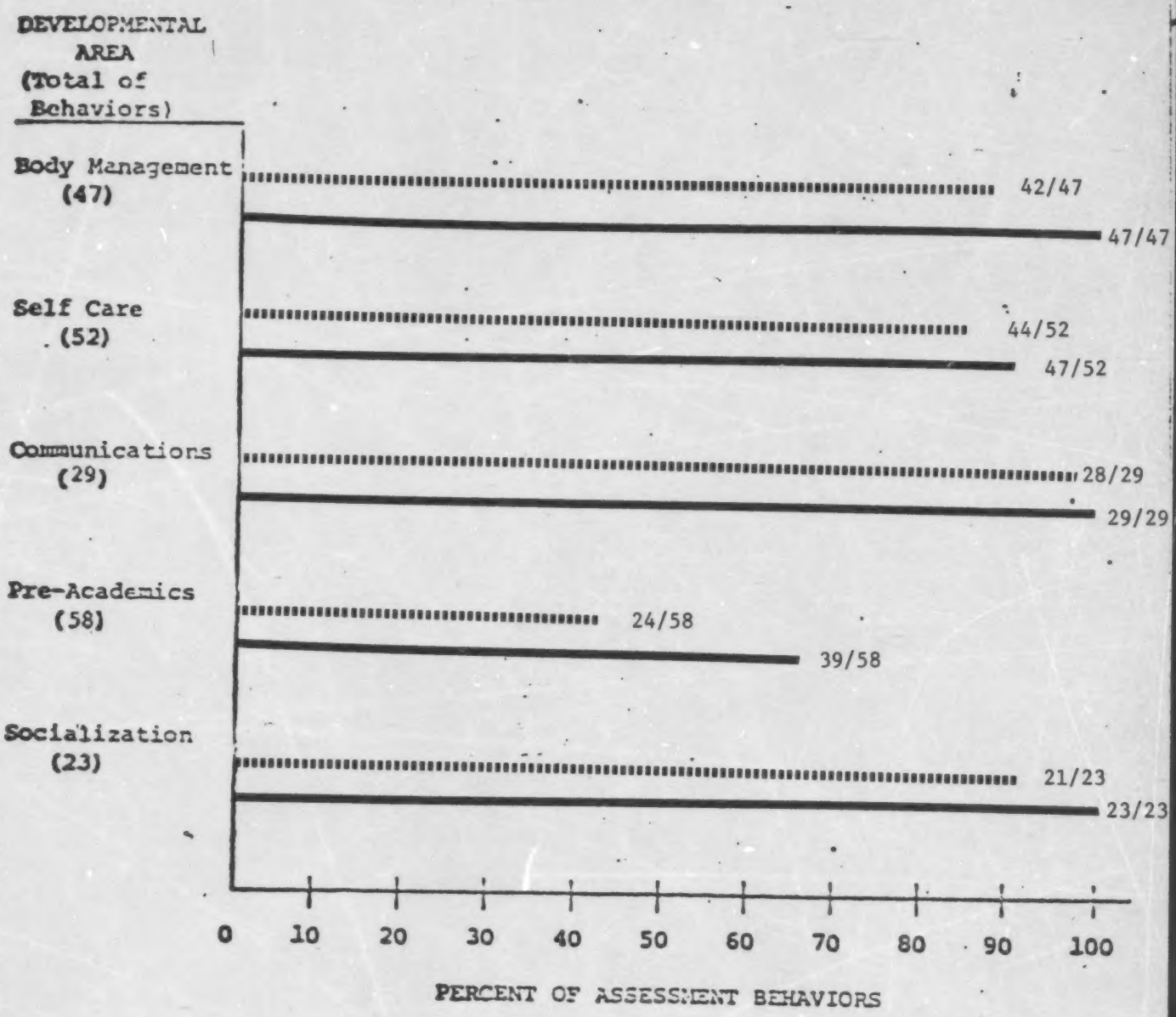


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C-7
Date of Birth 7-7-78
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

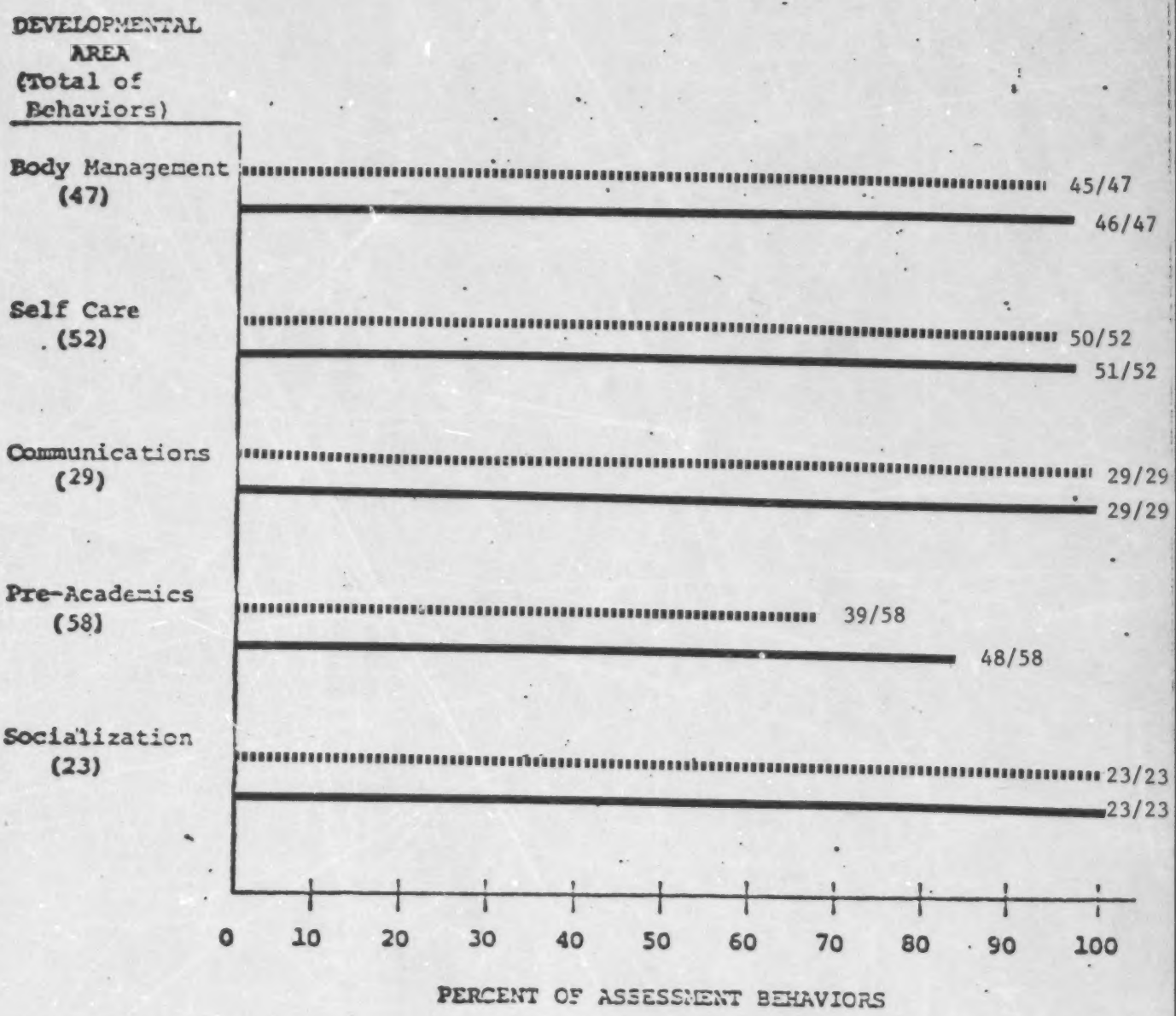


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R-8
Date of Birth 7-27-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

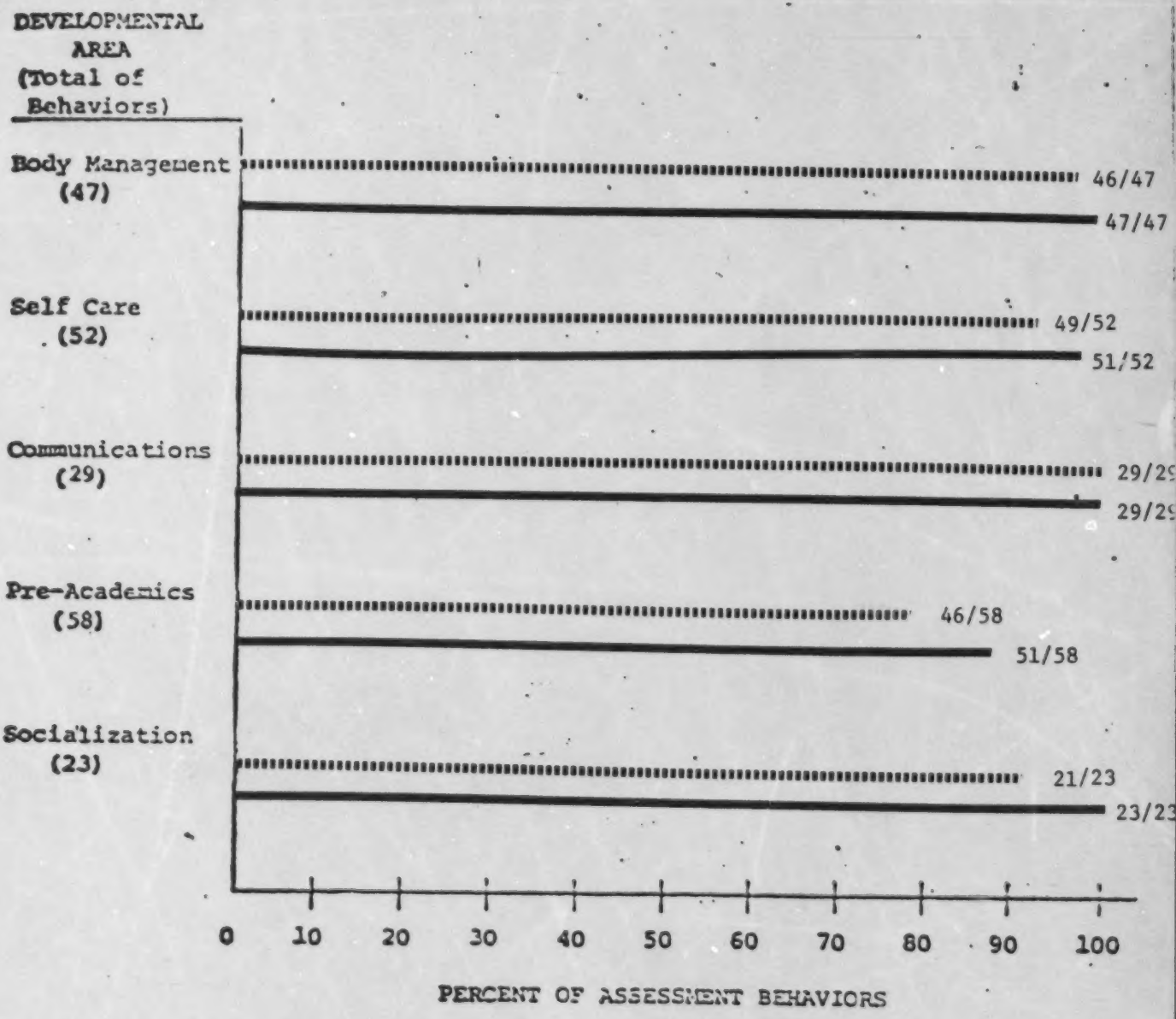


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-8
Date of Birth 8-2-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

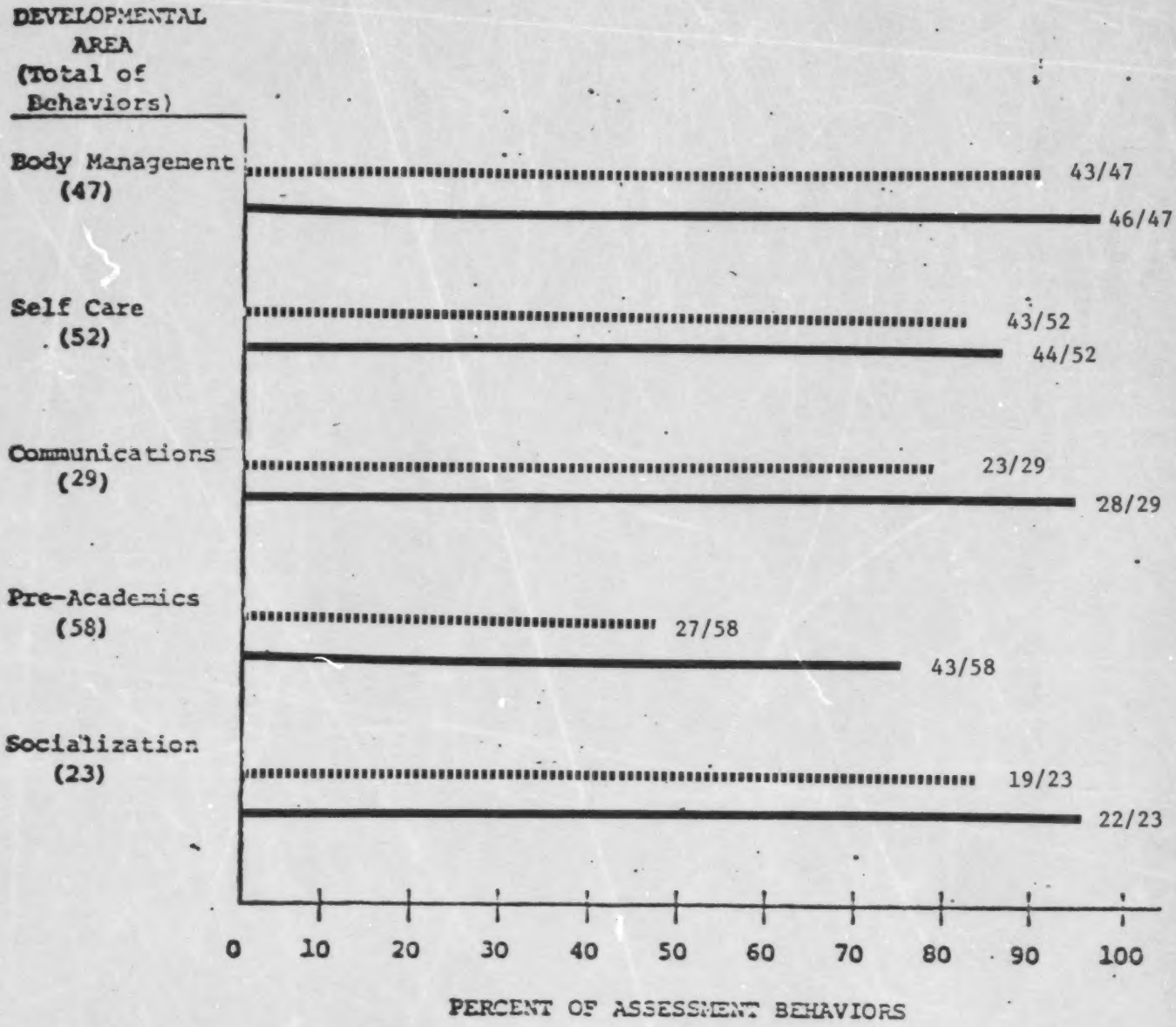


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code P-8
Date of Birth 10-24-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

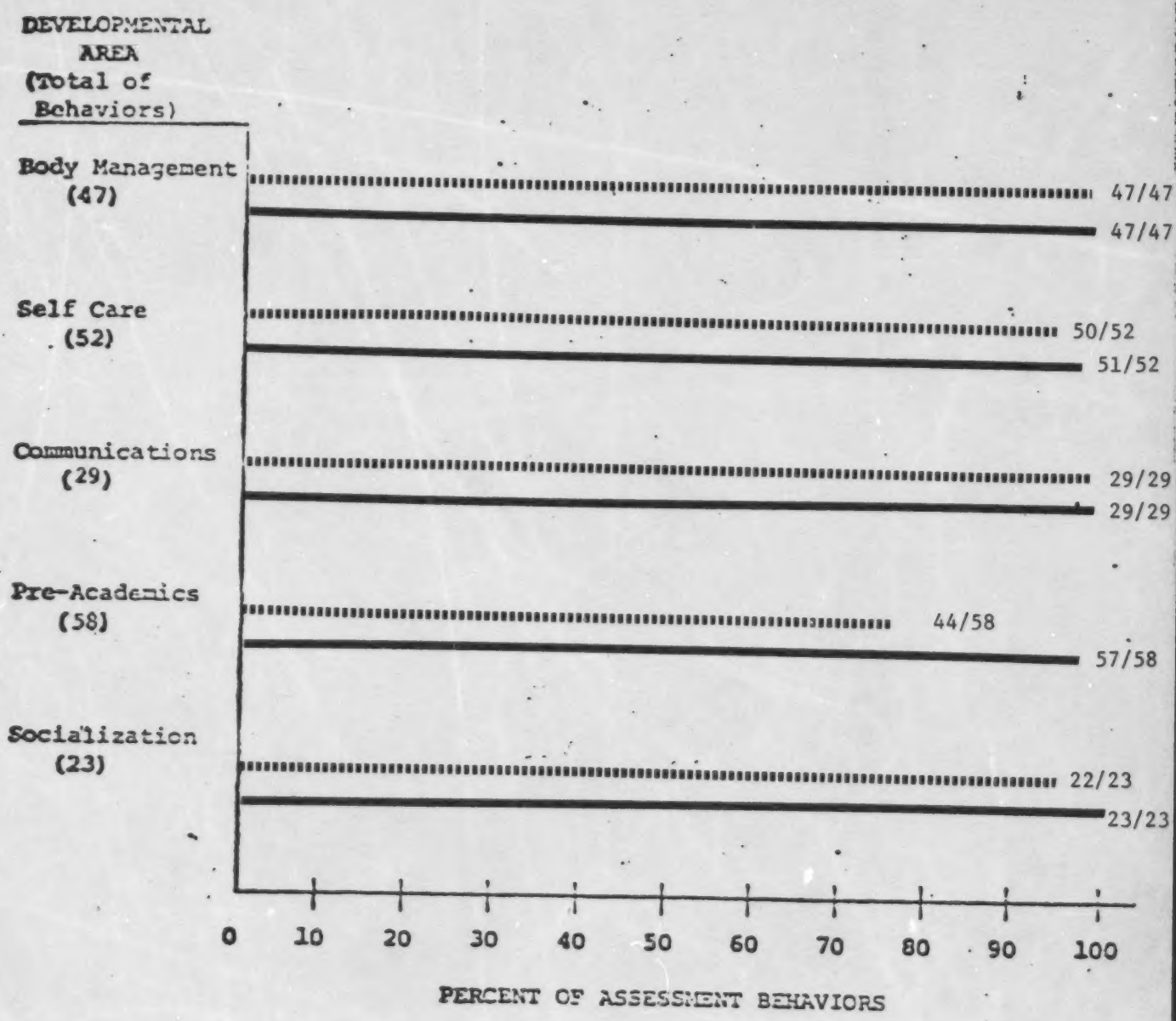


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code 0-7
Date of Birth 12-9-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

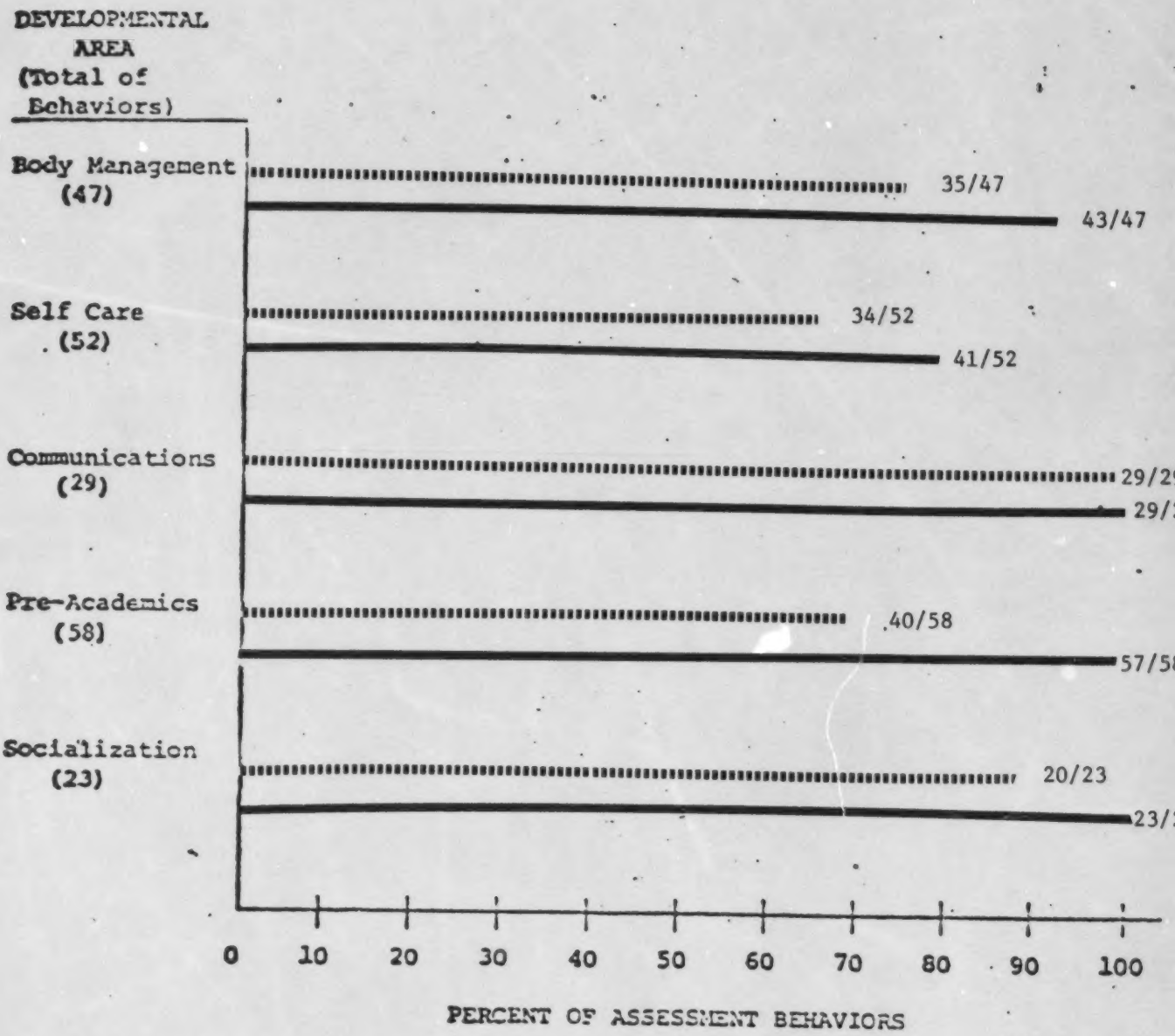


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code N-8/2
Date of Birth 11-27-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

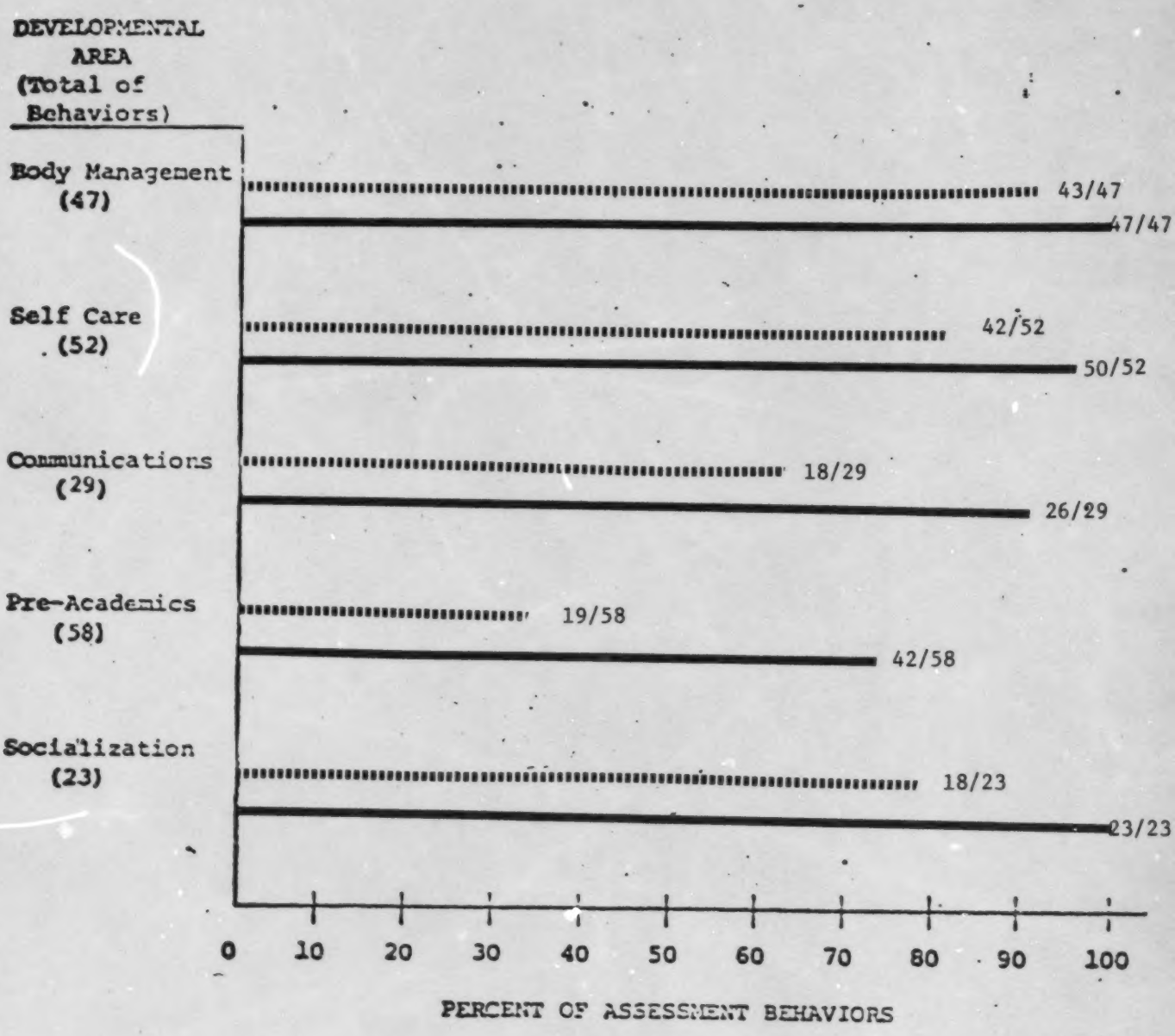


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M-8/4
Date of Birth 2-3-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

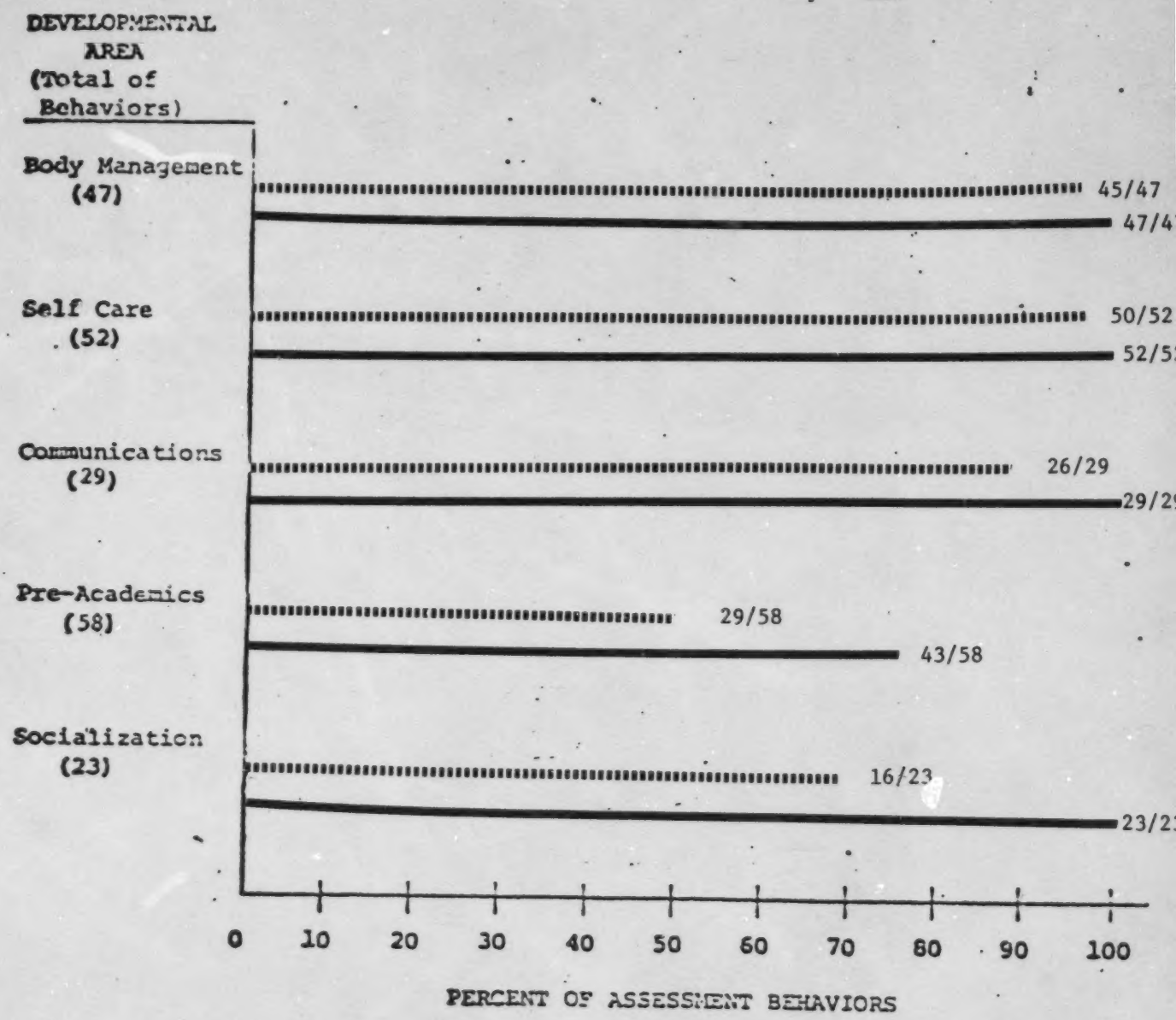


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code L-7
Date of Birth 9-9-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

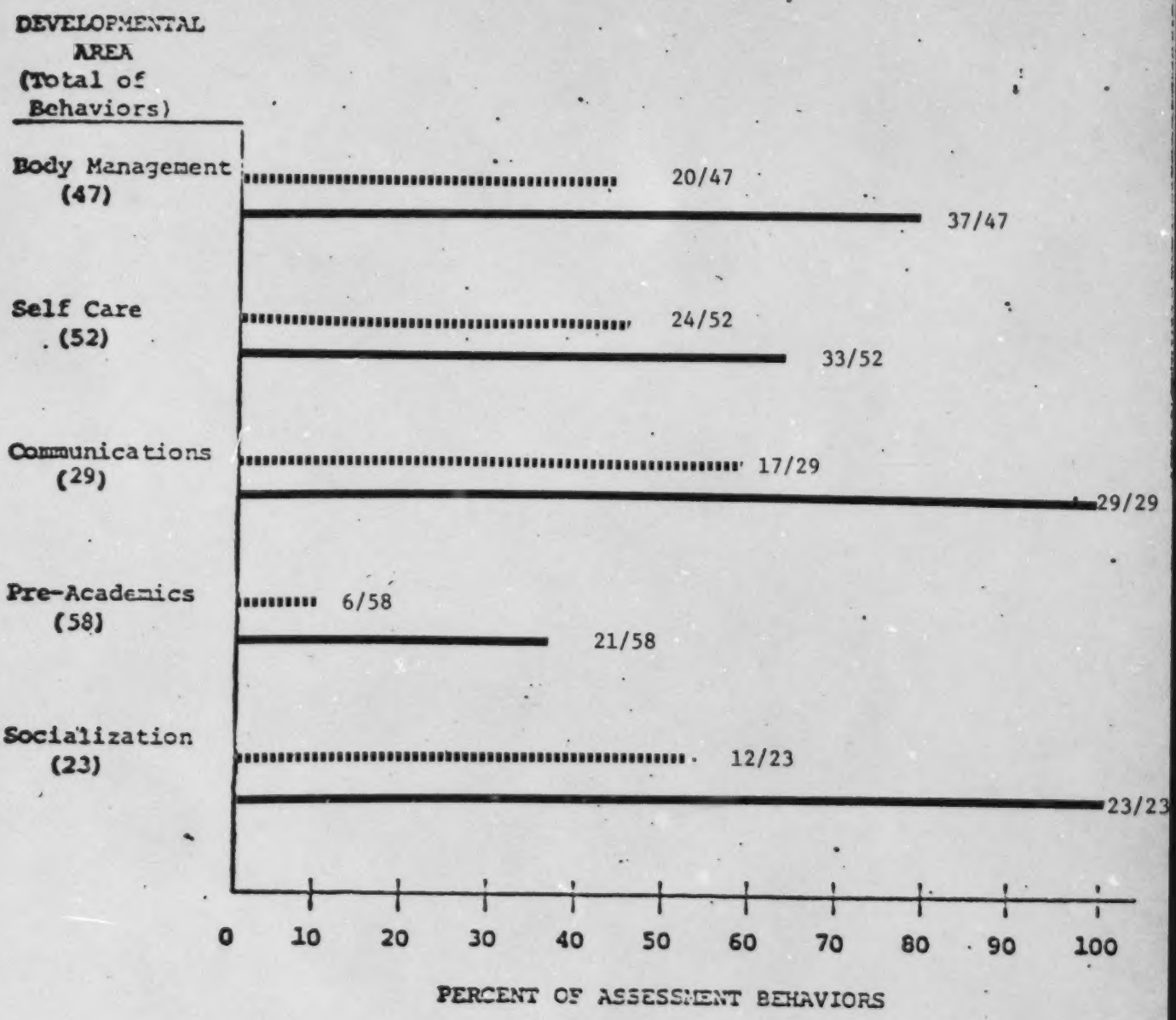


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K-8
Date of Birth 10-16-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

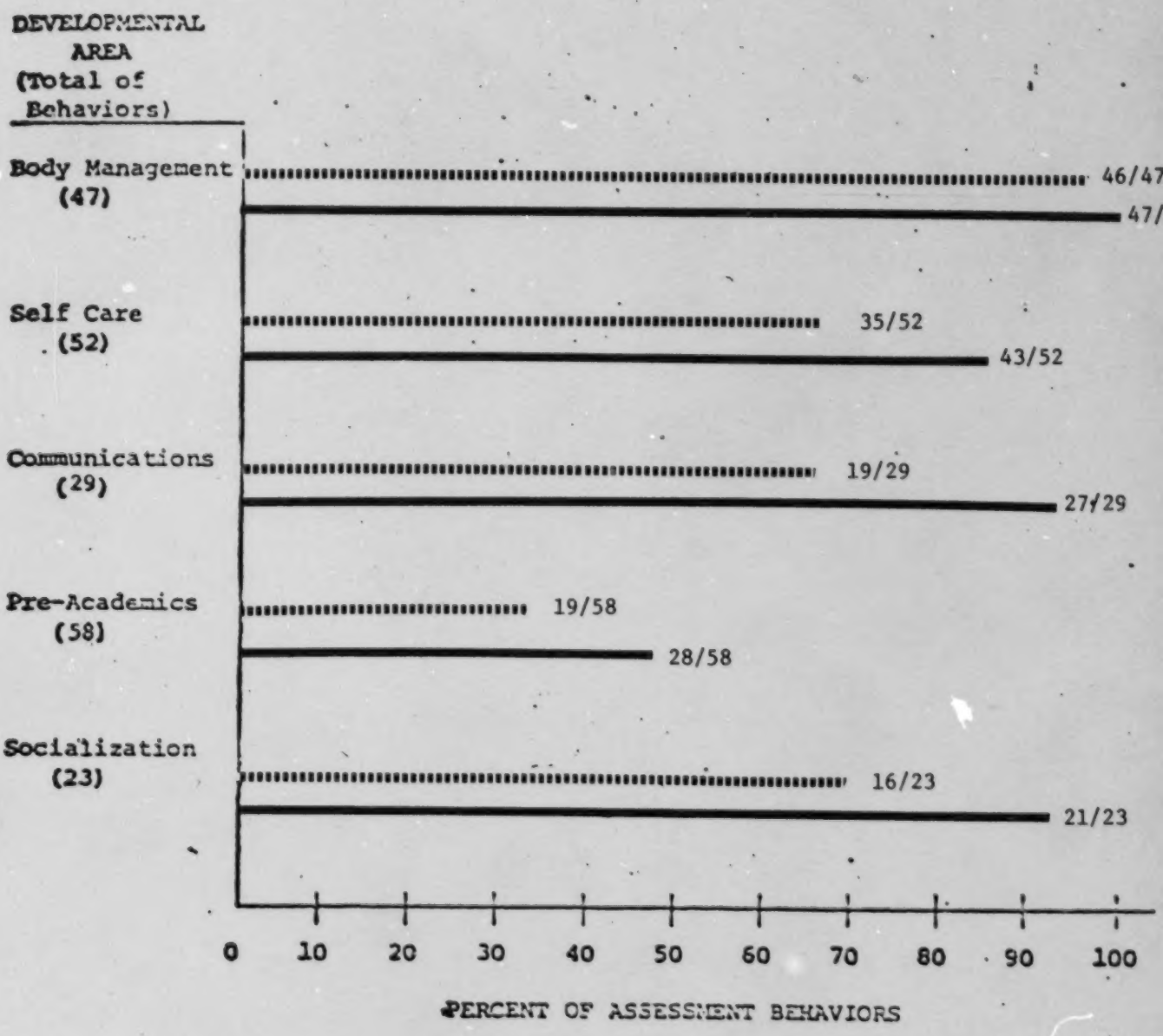


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J-7
Date of Birth 9-16-77
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

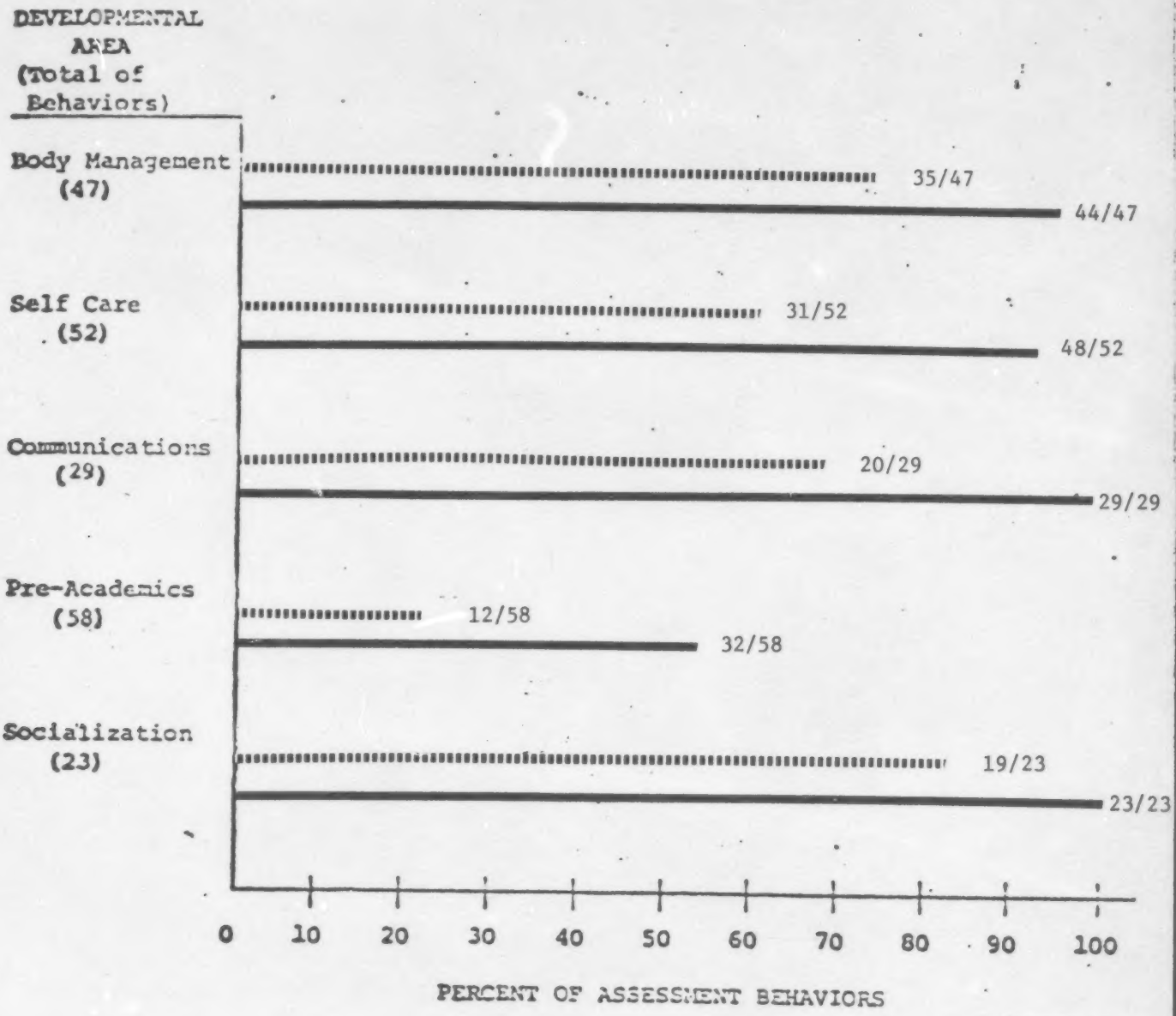


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code I-8
Date of Birth 2-22-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

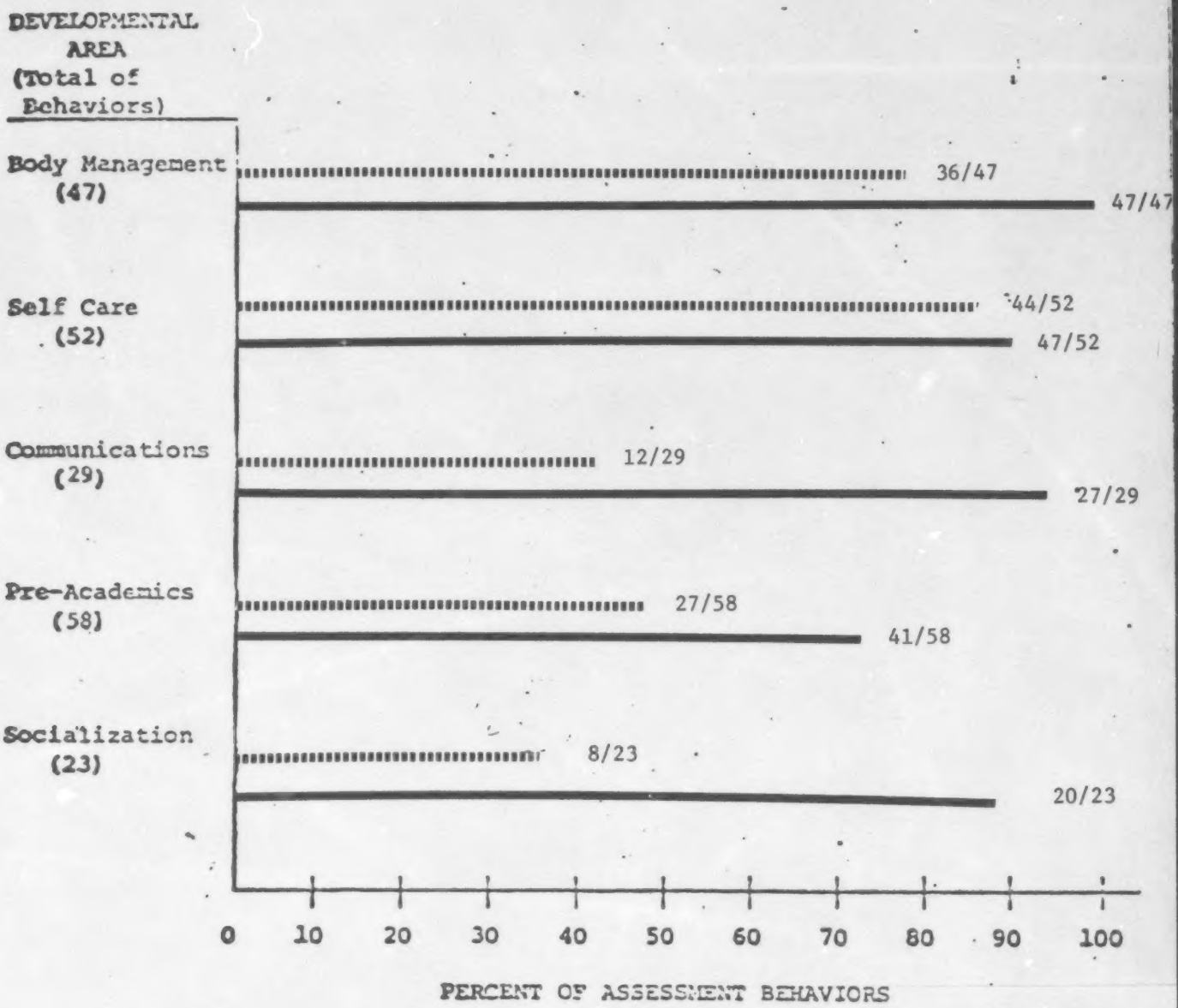


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code H-8
Date of Birth 6-3-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

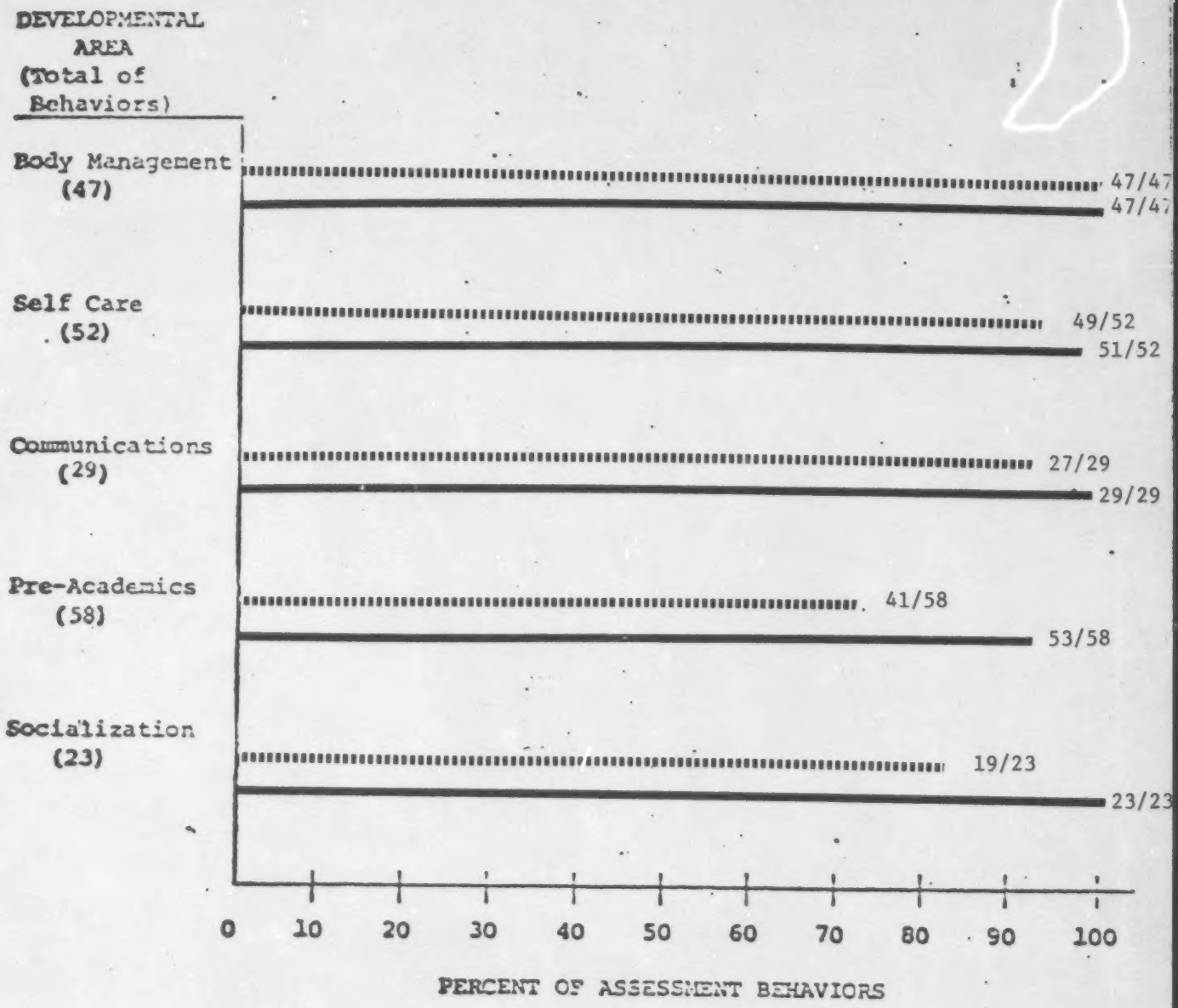


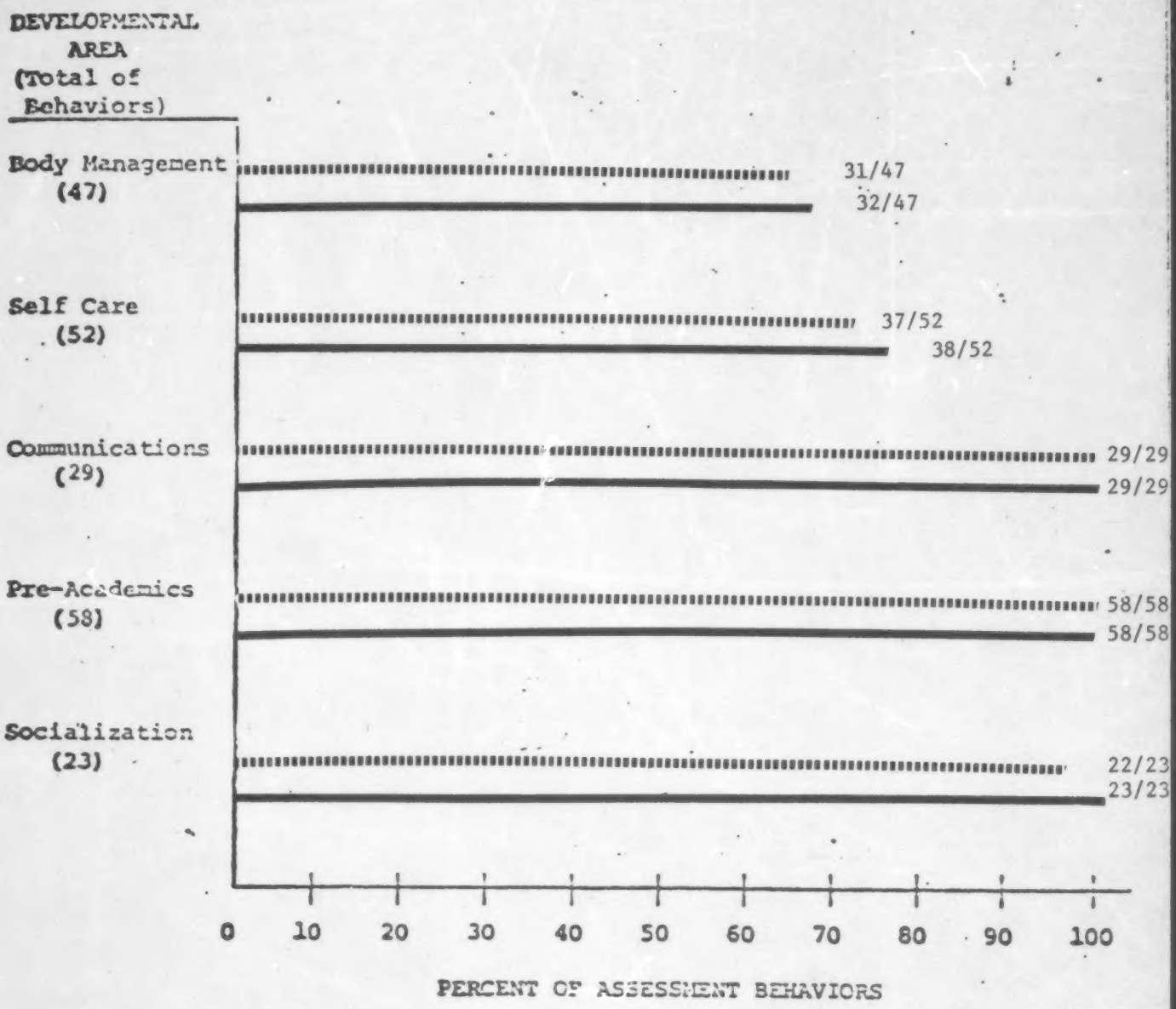
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code G-7
Date of Birth 11-1-78
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)



Child Progress Data:

Robert E. Lee
Lamar Consolidated School District
Rosenberg, Texas
Brenda Horner

Table 1 indicates that 6 children were involved in the Project First Chance outreach classroom for an average of 9 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 209 behaviors were gained with individual child gains ranging from 21 behaviors in child B-9 to 52 behaviors in child F-1. Of the 209 behaviors gained, the largest number, 54, was in the area of Pre-Academics, followed by high gains in Self-Care with 51 new behaviors.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 45% of the behaviors assessed, with a range of up to 94% of the behaviors assessed. Post-testing demonstrated scores ranging from 65% to 85% mastery.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The do-ted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child

made the most gains and in which area additional progress is needed. For example, A-8 completed 40% of the behaviors in Pre-Academics at pre-test and by post-testing had completed 62% of the behaviors for a gain of new behaviors in the Pre-Academics area. In the Communication area, A-8 went from 65% mastery at pre-testing to 100% mastery at post-testing.

Lammar Consolidated School District
Robert E. Lee
Rosenberg, TX
Brenda Horner
1981-82

CHILD IDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
E-9	6	2	5	4	15	1	27
D-1	9	9	6	5	4	7	31
B-9	8	0	0	12	8	1	21
A-8	9	6	10	10	14	4	44
F-1	9	14	19	5	7	7	52
C-5	9	11	11	2	6	4	34
TOTAL BEHAVIORS GAINED		42	51	38	54	24	209

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

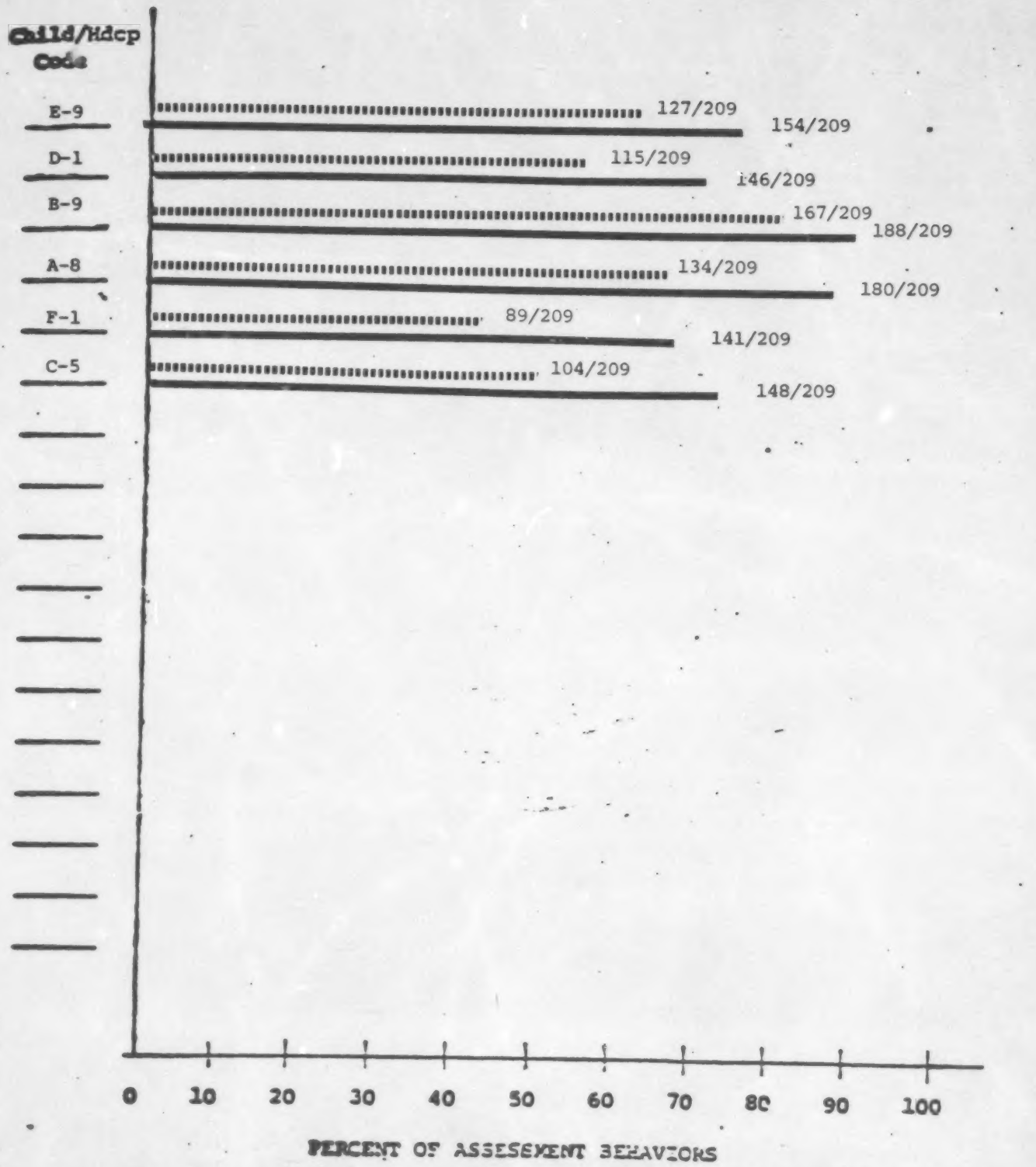


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code E-9
Date of Birth 7-17-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

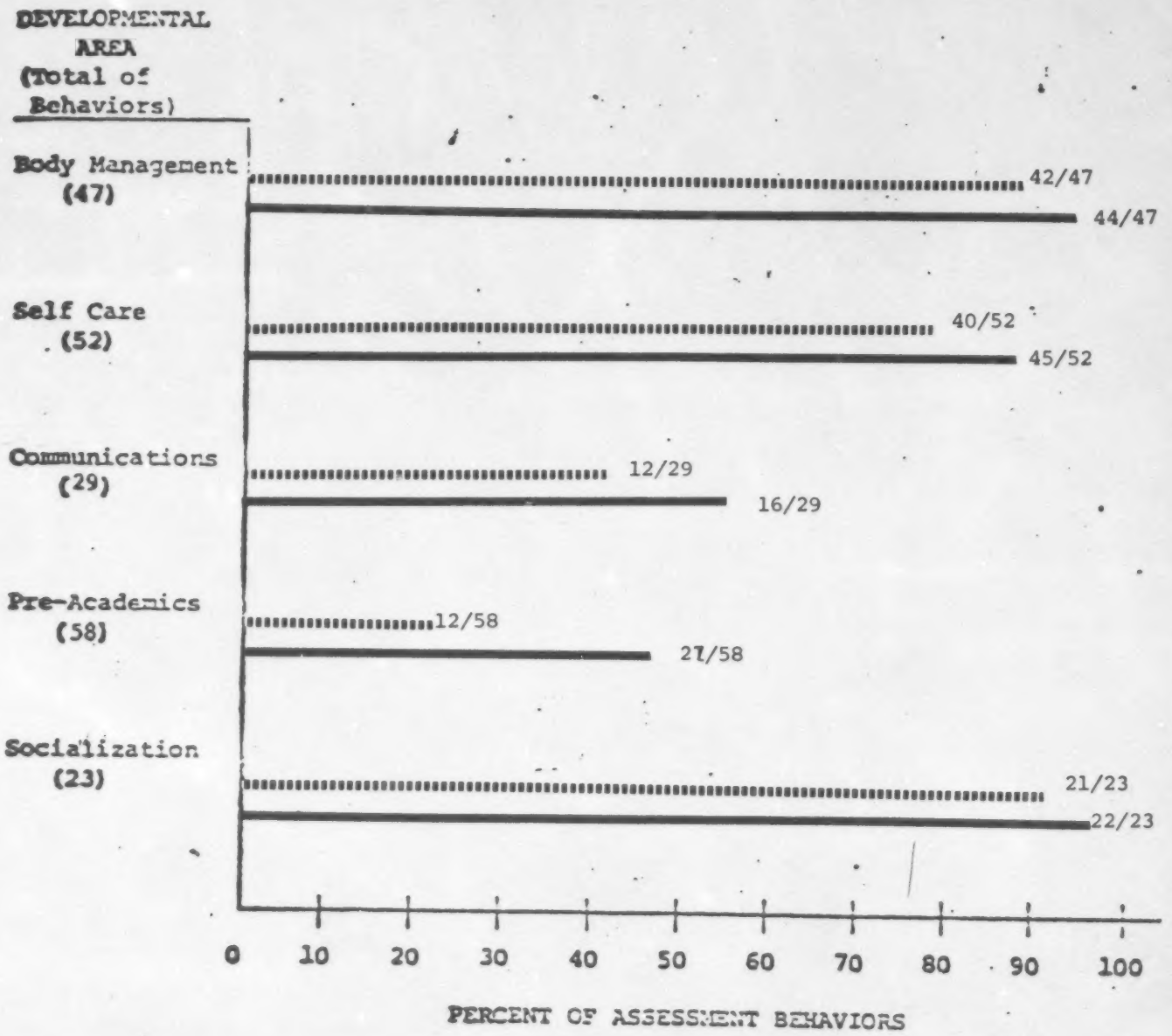


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D-1
Date of Birth 3-19-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

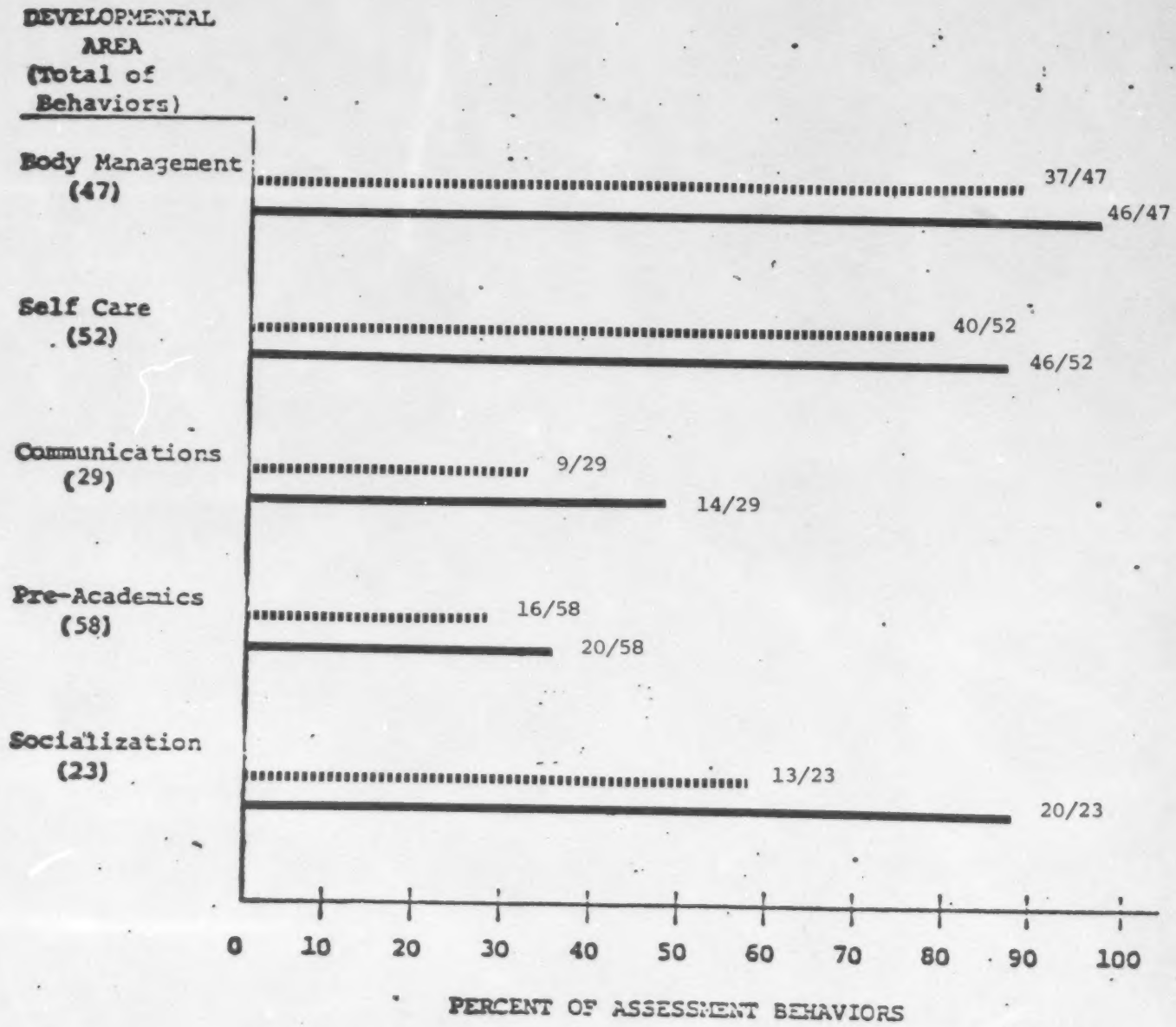


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code B-9
Date of Birth 4-15-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

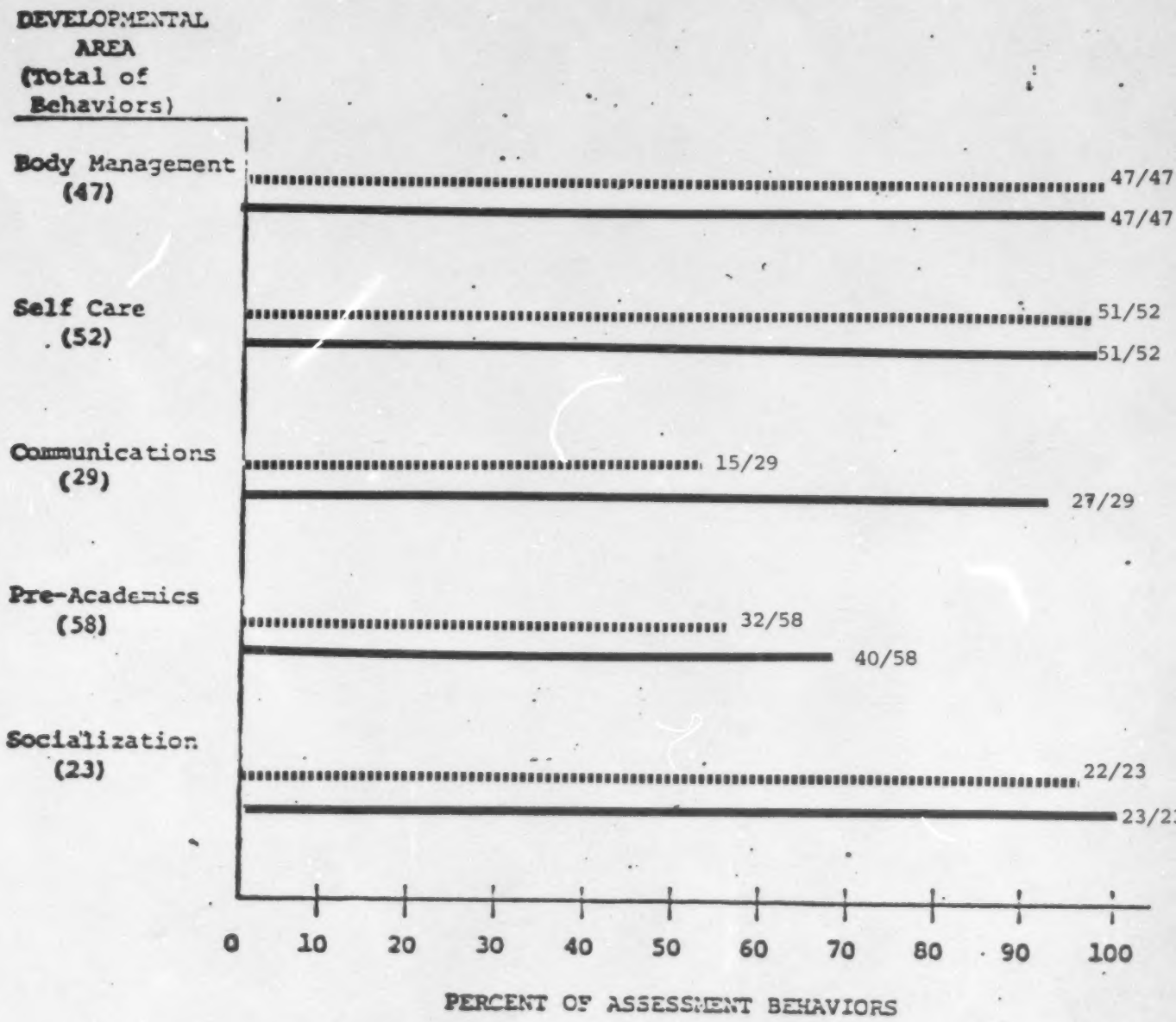


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-8
Date of Birth 7-22-78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

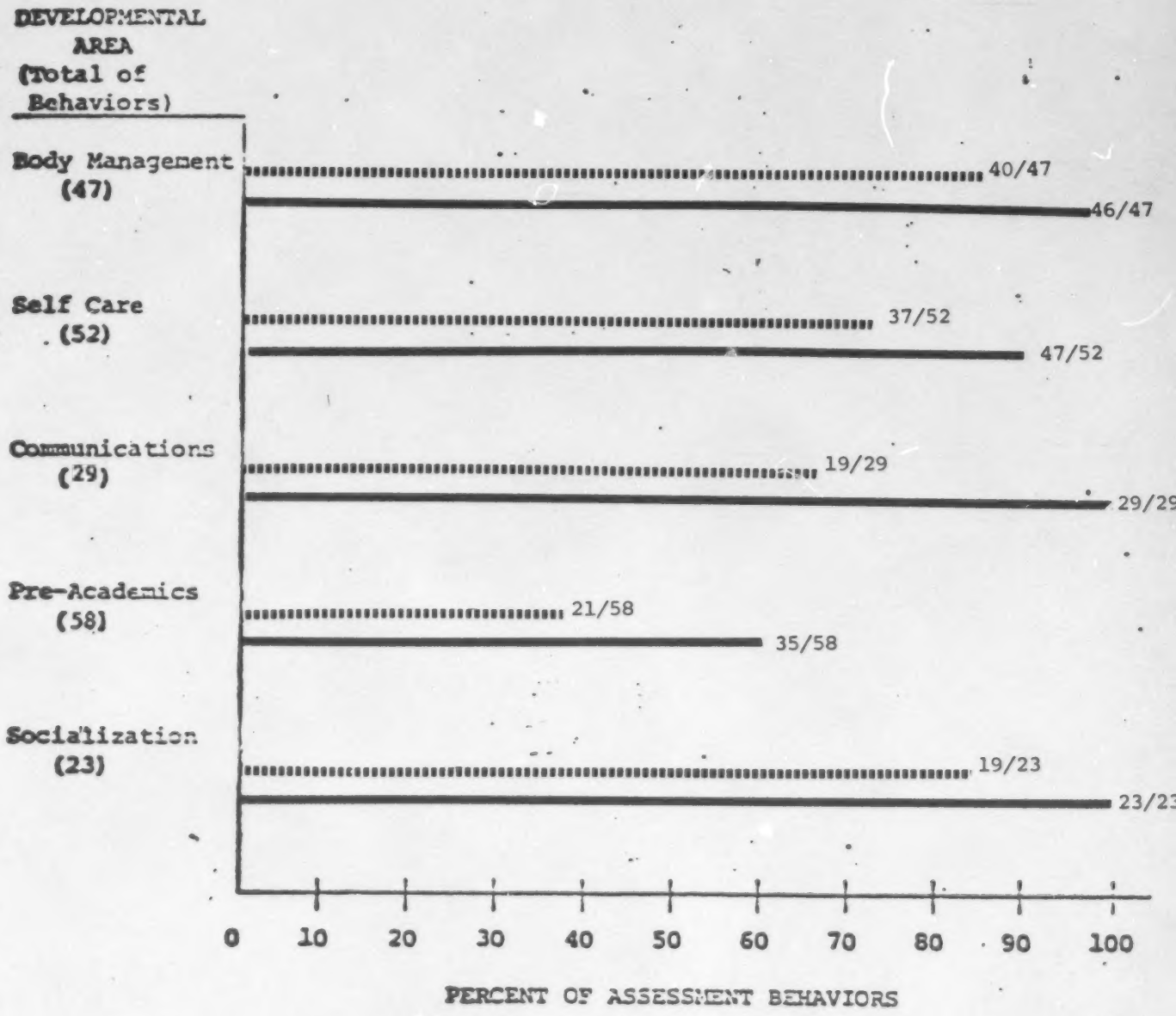


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code F-1
Date of Birth 7-26-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

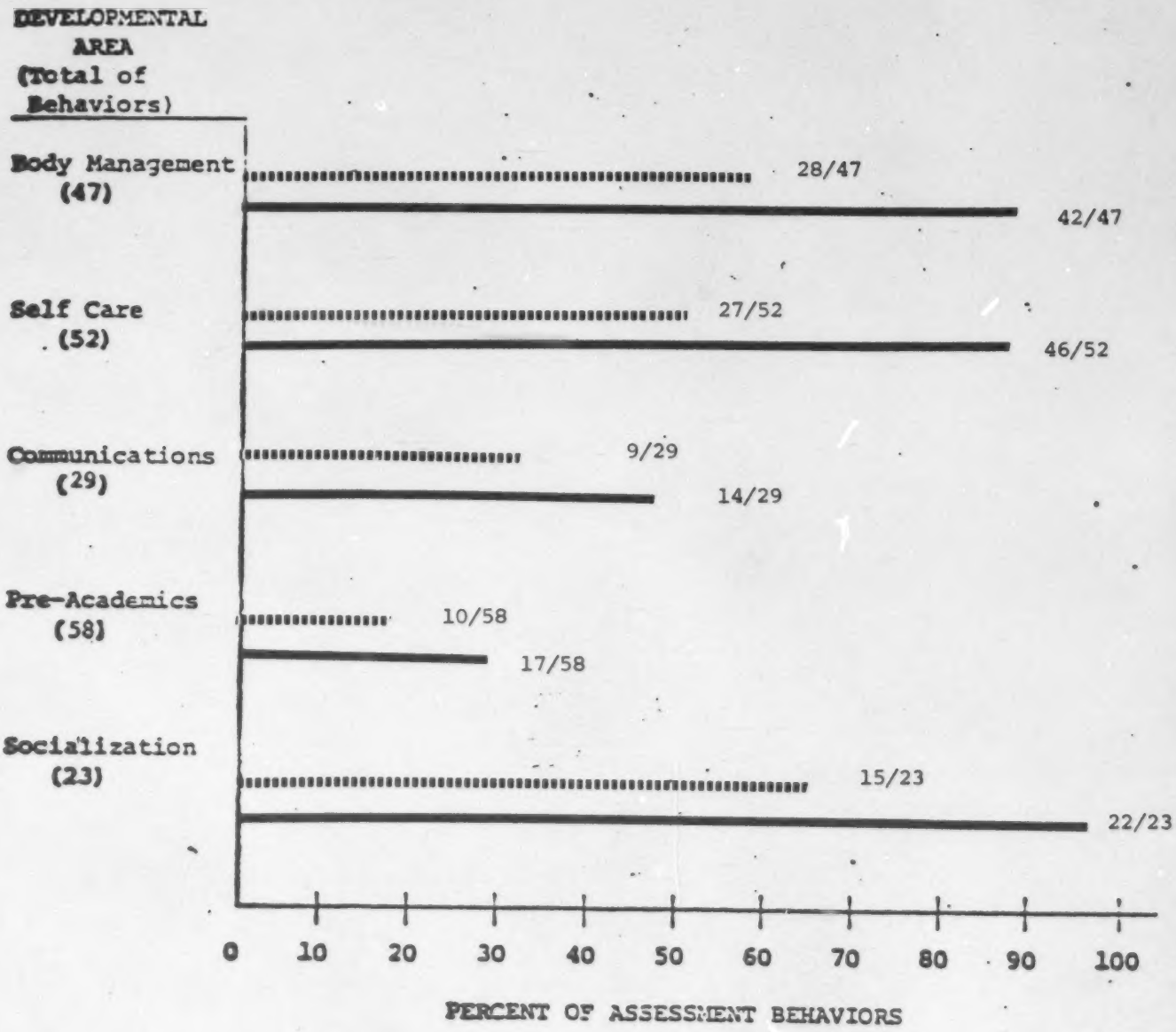
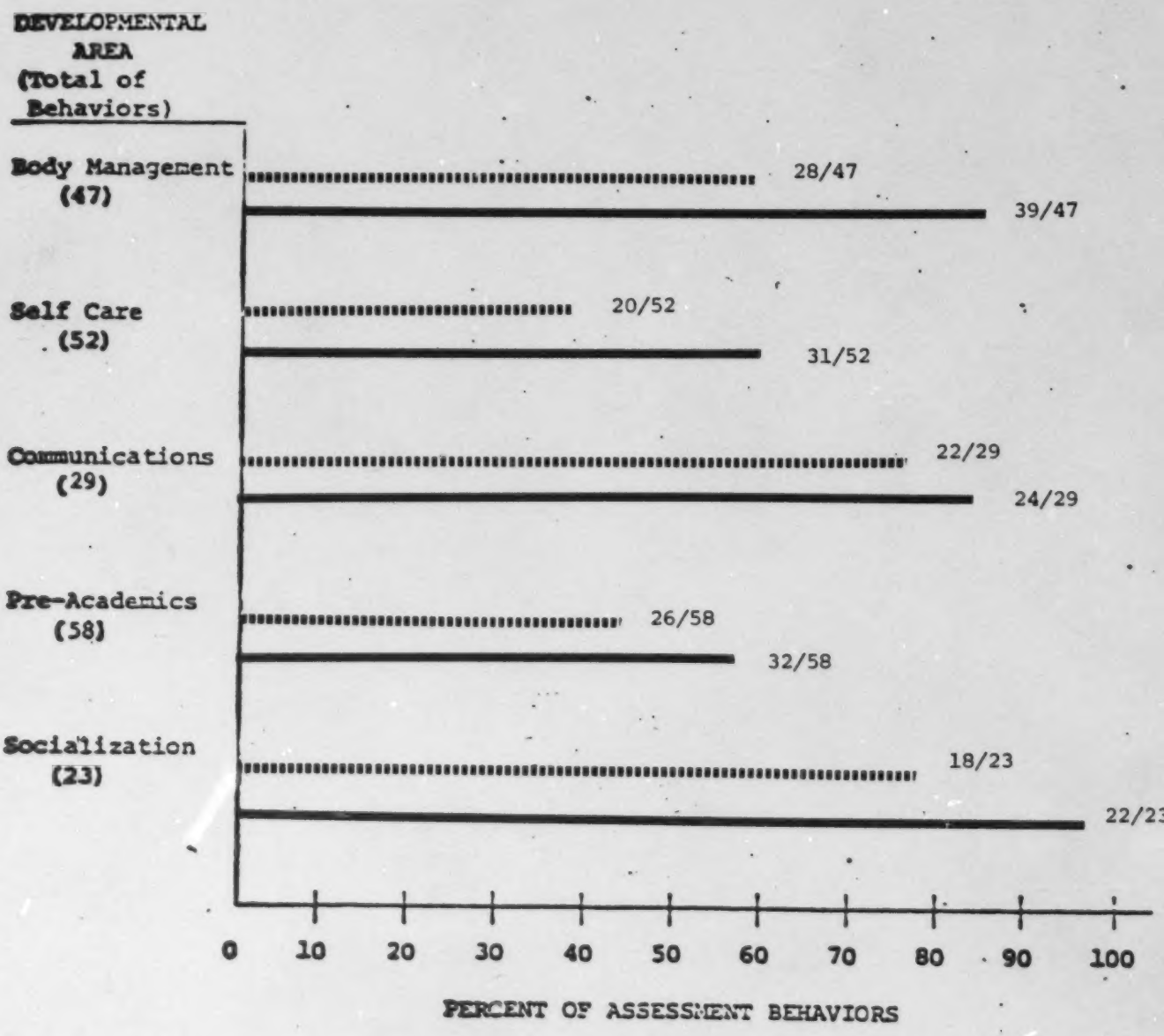


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C-5
Date of Birth 9-6-78
Handicapped Code _____

ENTRY (entry/total behaviors)
EXIT (exit/total behaviors)



Child Progress Data:

R and D Center
Conroe, Texas
Jacque Minter

Table 1 indicates that 5 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 46 behaviors were gained with individual child gains ranging from 6 behaviors in child SB to 15 behaviors in child TC. Of the 46 behaviors gained, the largest number, 19, was in the area of Body Management, with significant gains also in the area of Self-Care.

Since this group of children was severely handicapped, their numbers of behaviors gained were significantly less than the mildly handicapped children in the other outreach sites. For this reason no group gains are presented.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, MB completed 10% of the behaviors in Self-Care at pre-testing and 25% at post-testing.

R and D Center

Conroe, Texas

Jacque Minter
81-82

CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
S.B.	7	1	1	1	0	3	6
T.B.	7	0	3	1	0	0	3
M.B.	7	6	3	1	1	2	13
T.C.	7	9	5	0	1	0	15
S.D.	7	3	1	1	4	0	9
TOTAL BEHAVIORS GAINED		19	13	4	6	5	46

R and D Center

Conroe, Texas

Jacque Minter
81-82

CHILD EDCP CODE	MONTHS IN PFC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
S.B.	7	1	1	1	0	3	6
T.B.	7	0	3	1	0	0	3
M.B.	7	6	3	1	1	2	13
T.C.	7	9	5	0	1	0	15
S.D.	7	3	1	1	4	0	9
TOTAL BEHAVIORS GAINED		19	13	4	6	5	46

SPU

Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.B.
Date of Birth 10/19/76
Handicapped Code S.P.H.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

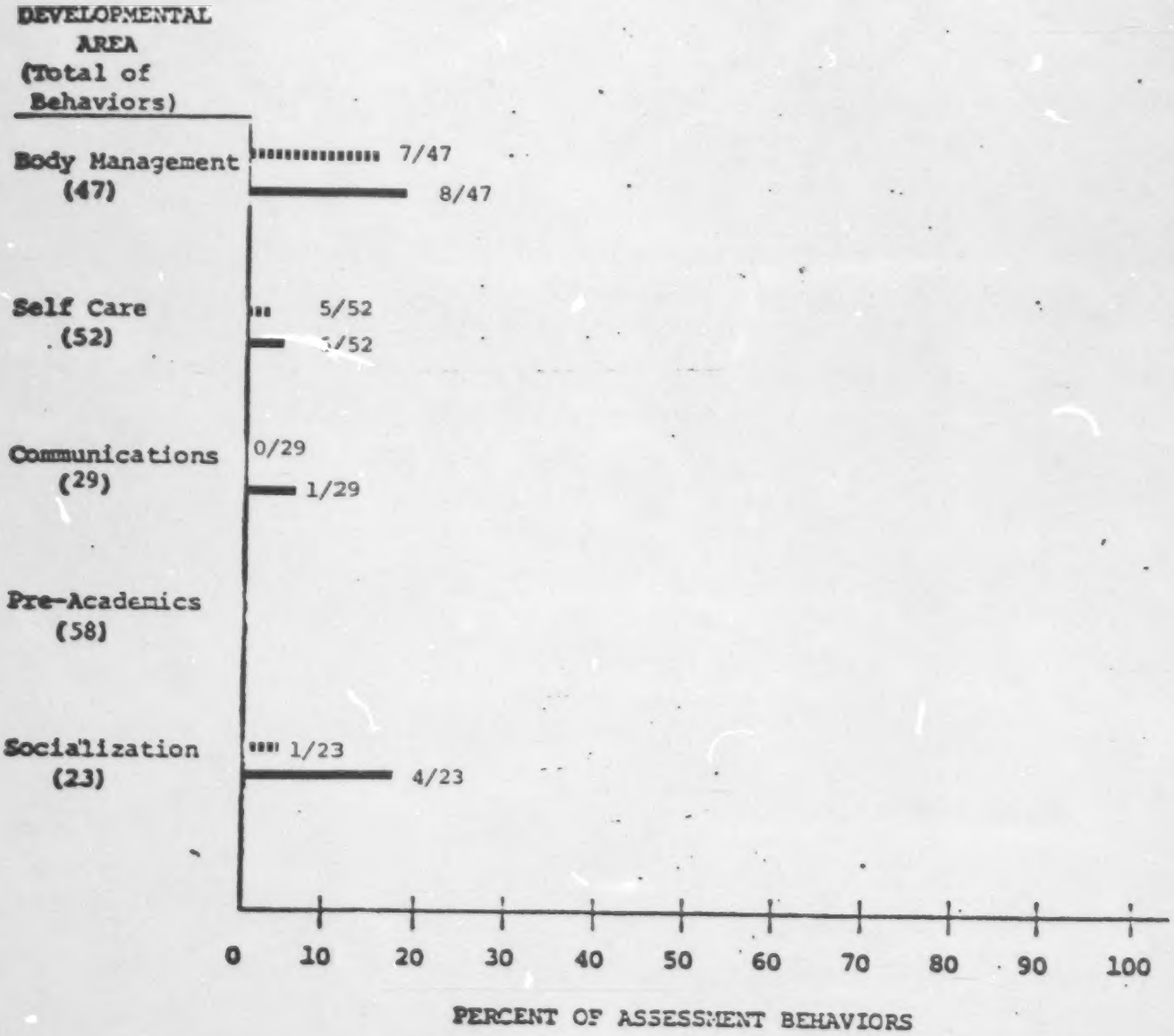


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.B.
Date of Birth 5/7/76
Handicapped Code SPH

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

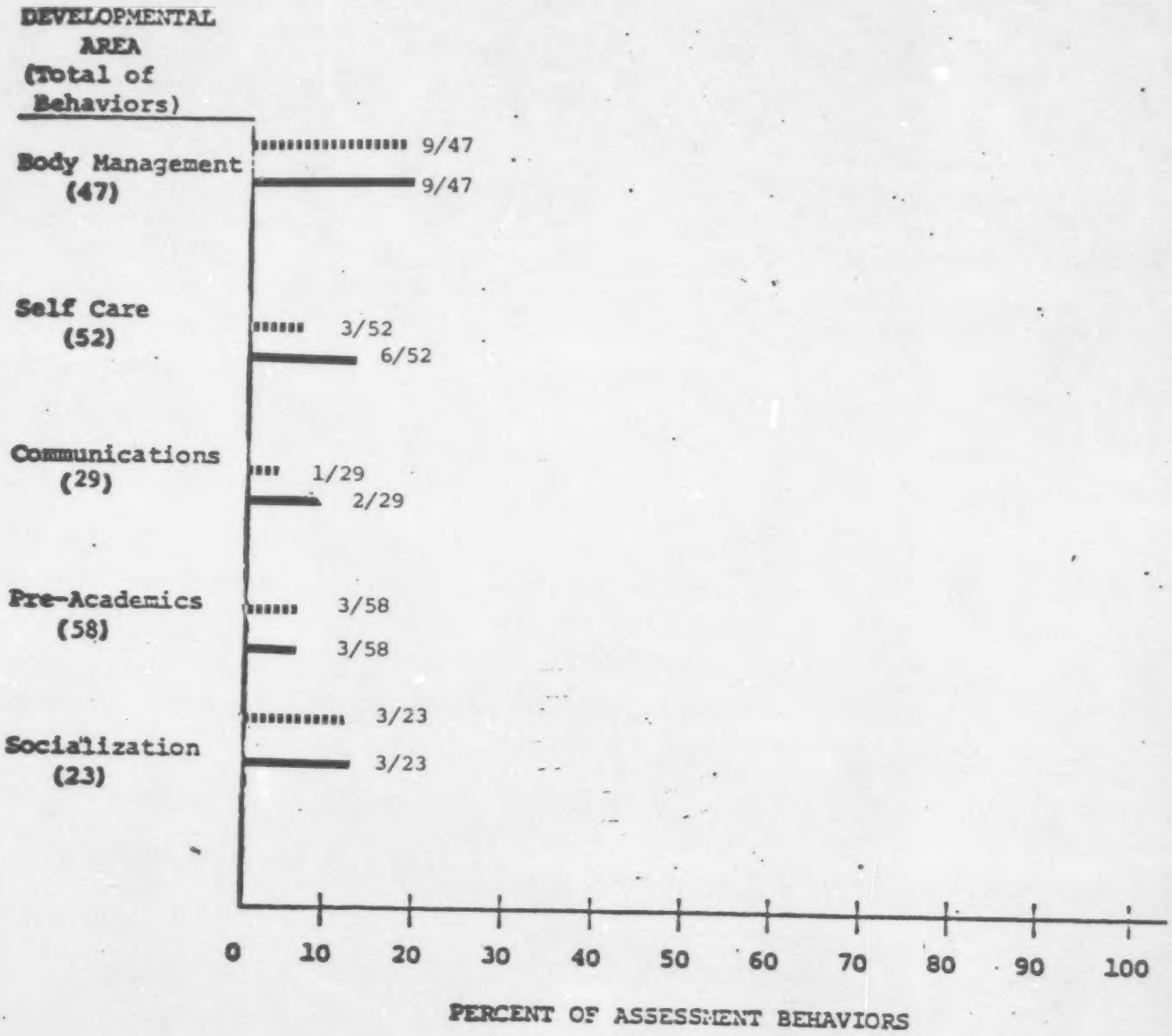


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.B.
Date of Birth 1-8-78
Handicapped Code S.P.H.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

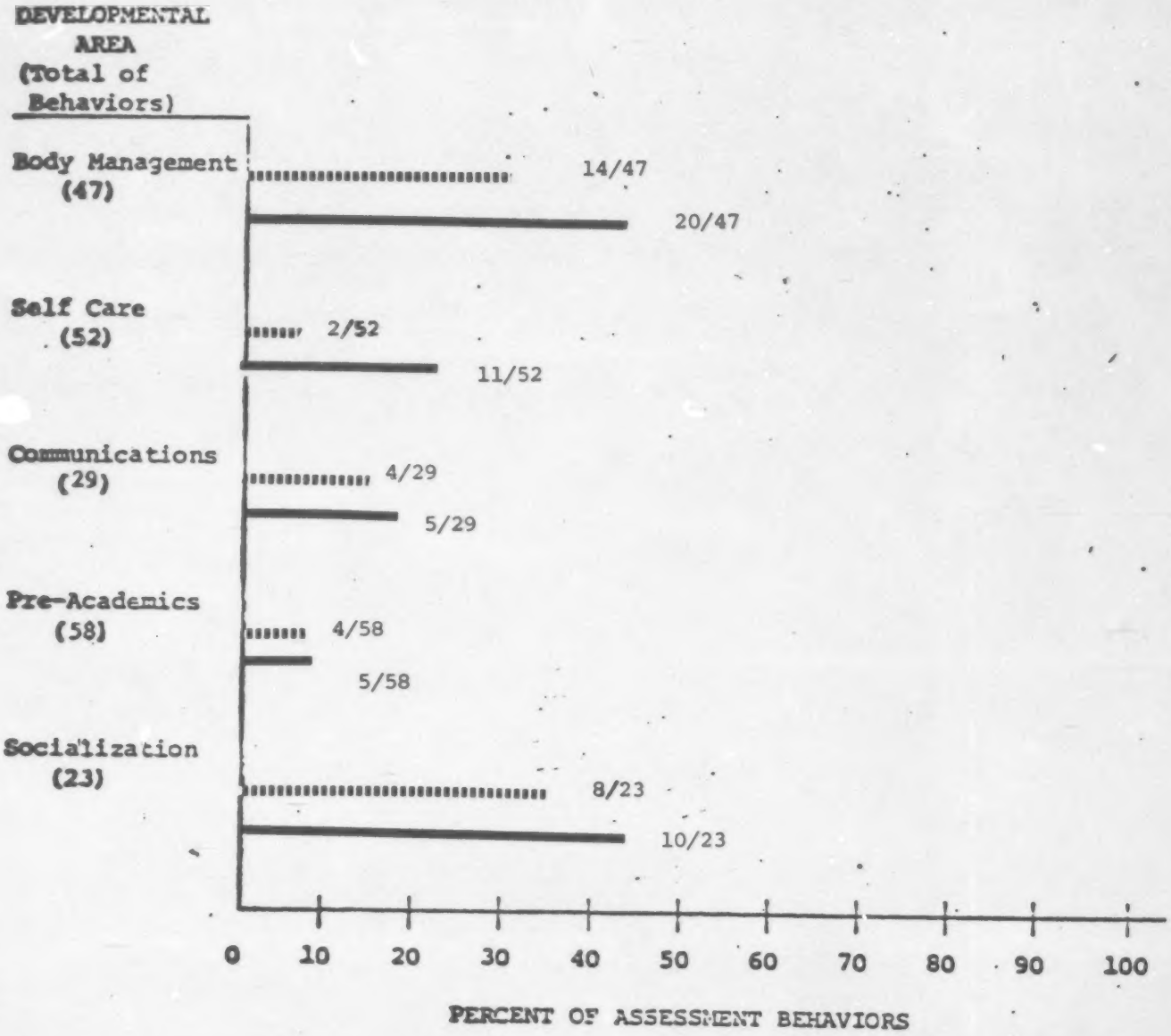


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.C.
Date of Birth 1/22/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

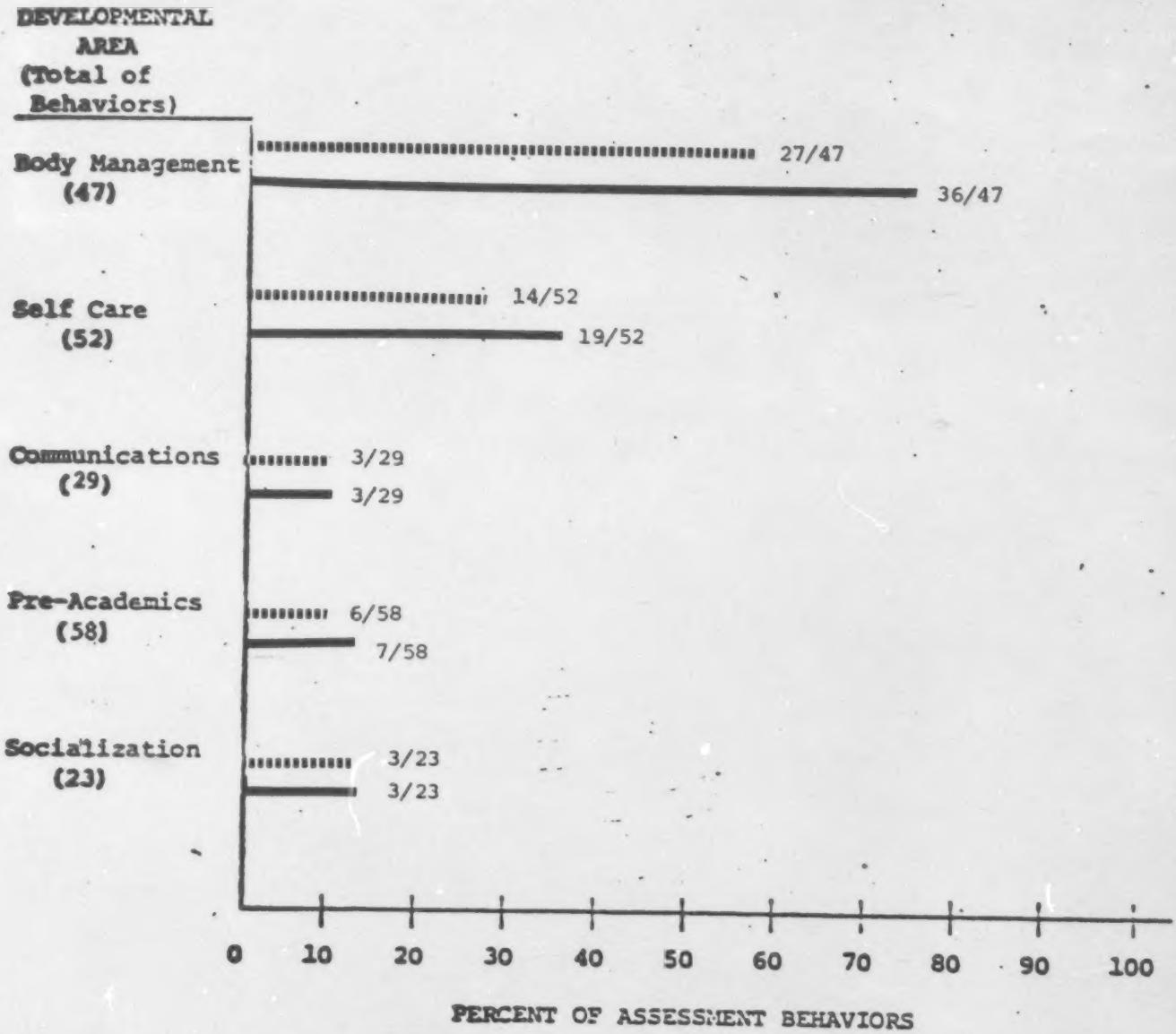


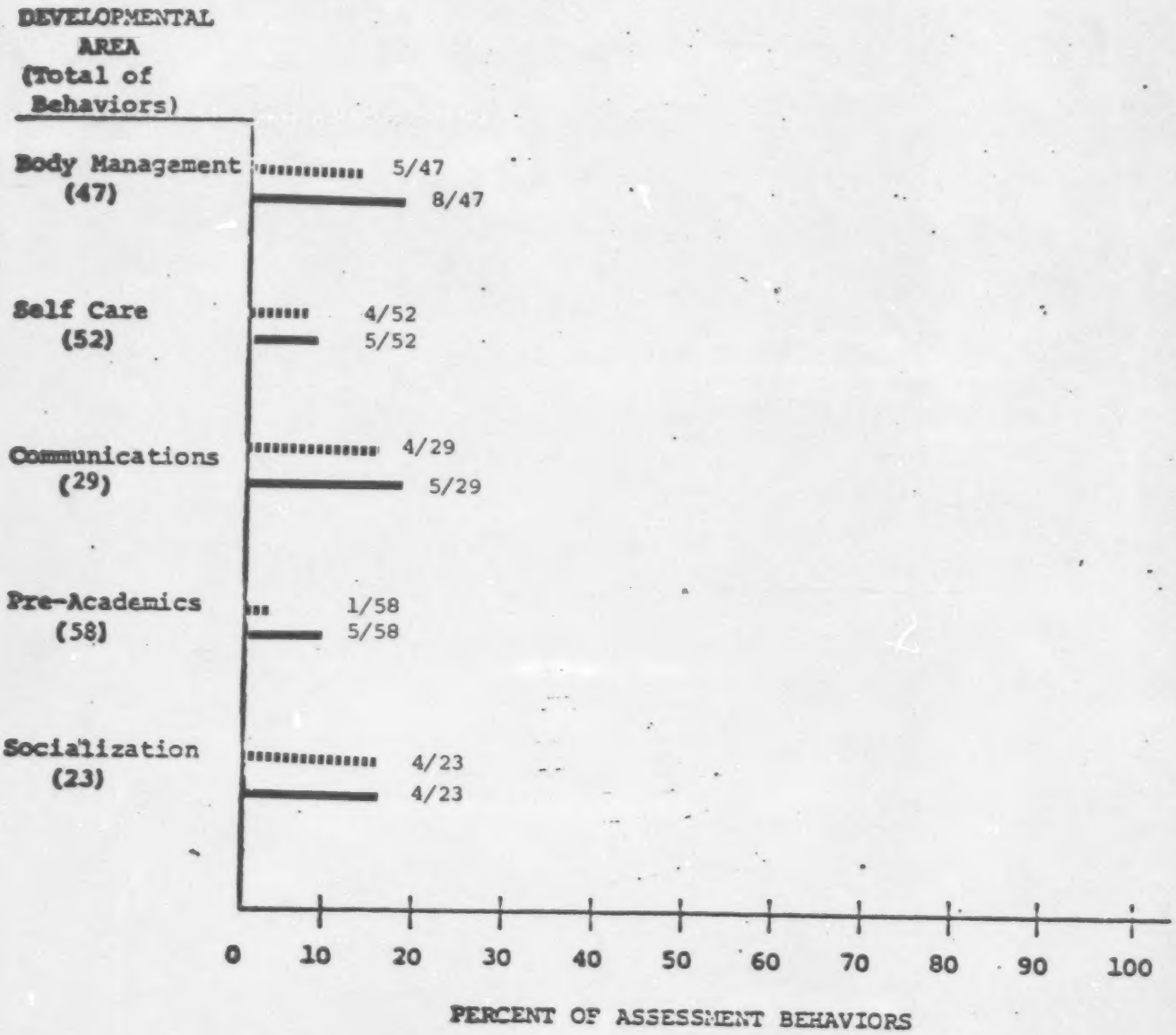
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.D.
Date of Birth 11/6/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Henderson Elementary School
Bryan, Texas

Table 1 indicates that 10 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 267 behaviors were gained with individual child gains ranging from 19 behaviors in child RK to 39 behaviors in child AO. Of the 267 behaviors gained, the largest number, 157, was in the area of Pre-Academics, with fewer gains in the other developmental areas because of ceiling effects. The children approached near mastery of the other four developmental areas at pre-test.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 75% of the behaviors assessed, with a range of up to 90% of the behaviors assessed. This represents a highly sophisticated group of children at pre-testing. Post-testing scores ranged from 95% to 100%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization.

In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, BP completed 100% of the behaviors in Socialization at pre-test. However, in Pre-Academics BP moved from 50% mastery at pre-test to 80% mastery at post-test.

Henderson Elem. School

Bryan, Texas

Marsha West
81-82

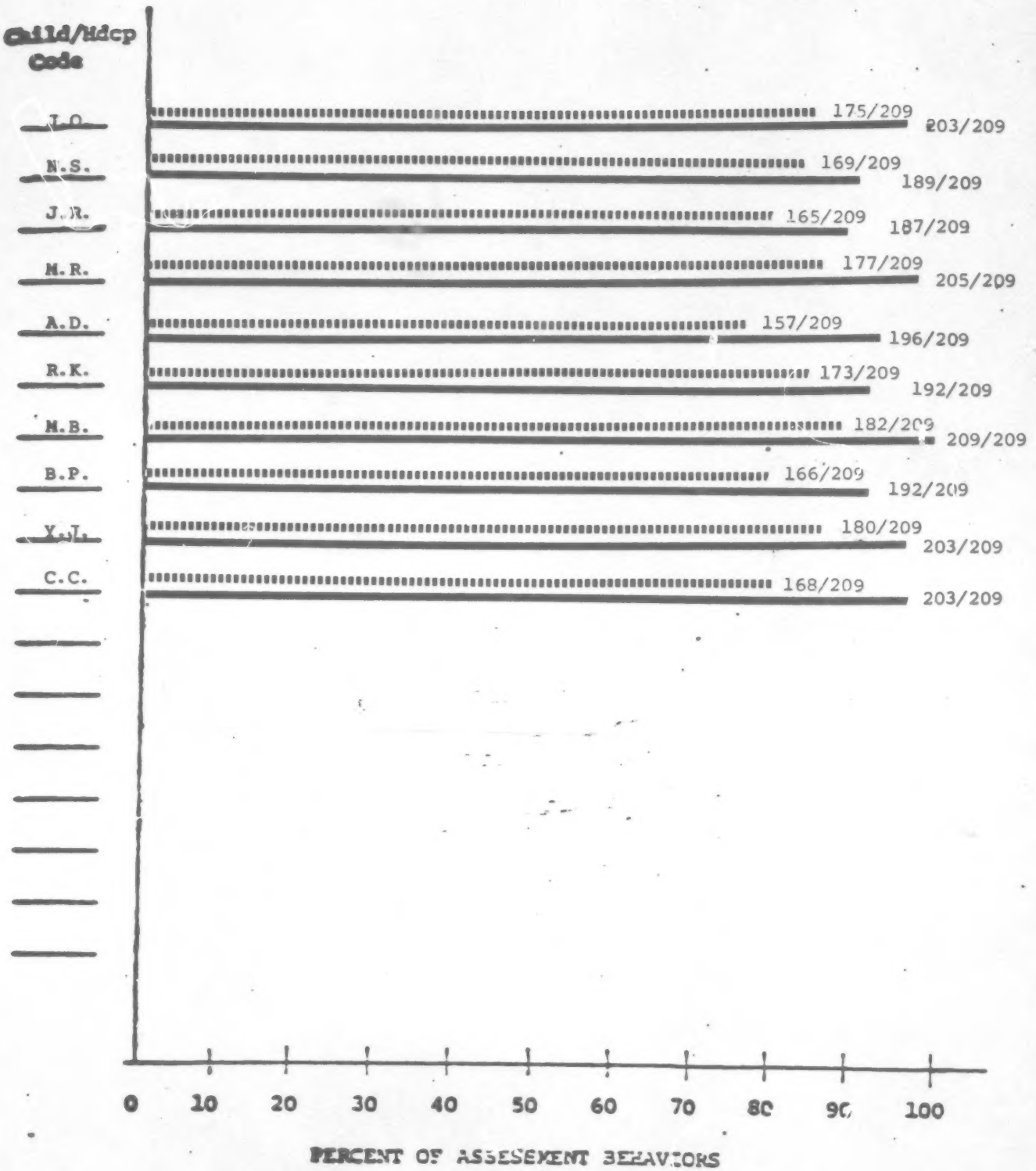
CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
J.O.	7	6	8	0	14	0	28
N.S.	5	5	3	0	10	2	20
R.T.	7	2	6	0	12	2	22
M.R.	7	4	6	0	18	0	28
A.D.	7	4	12	0	23	0	39
R.K.	1	1	11	0	7	0	19
M.B.	7	0	5	0	22	0	27
B.P.	7	2	9	0	15	0	26
X.J.	7	1	5	0	17	0	23
C.C.	7	3	12	0	19	1	35
TOTAL BEHAVIORS GAINED		28	77	0	157	5	267

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

TOTAL BEHAVIORS

ABACUS



200

Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code J.O.
Date of Birth 2/16/76
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬
(exit/total behaviors)

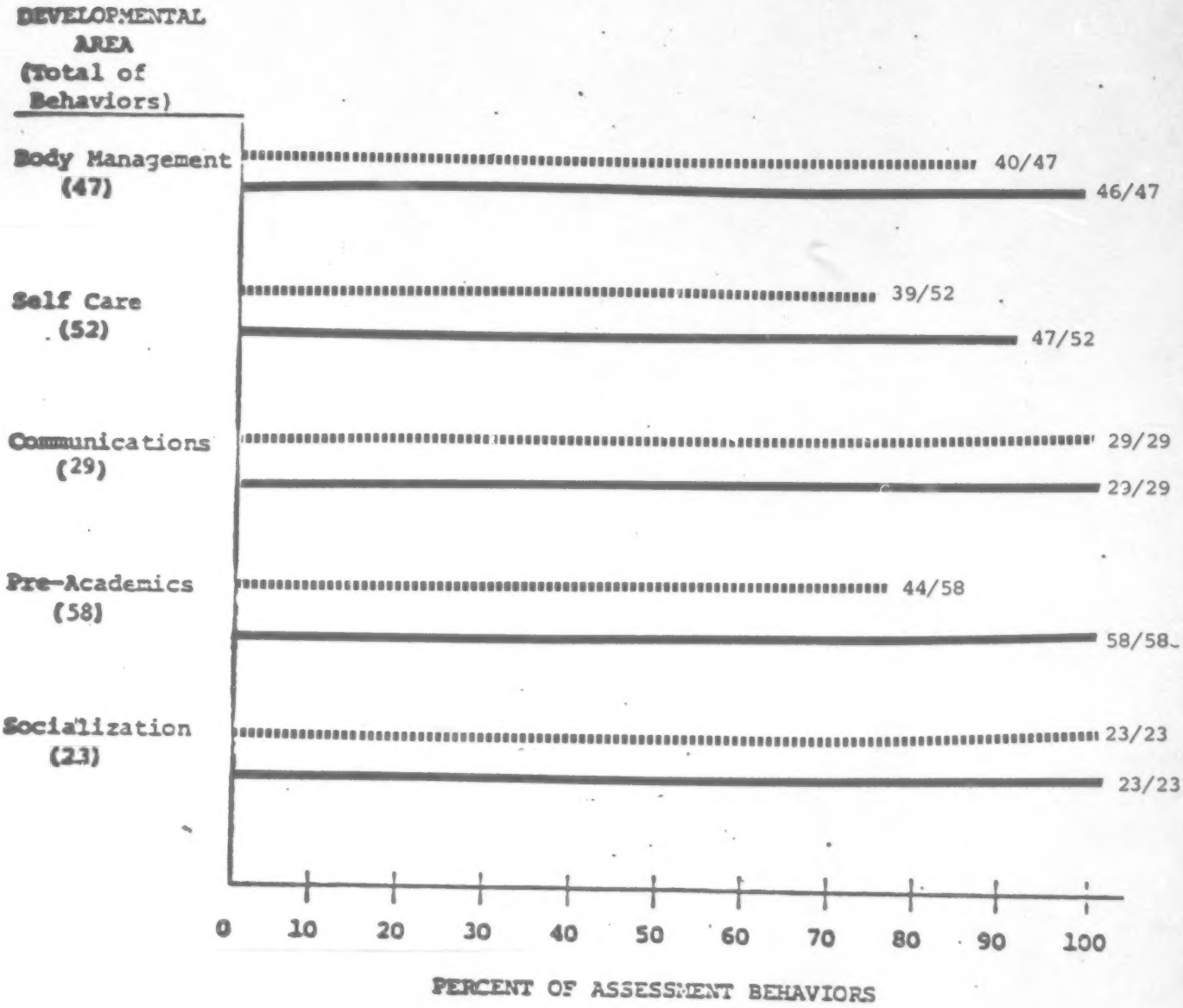


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code N.S.
Date of Birth 8/5/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

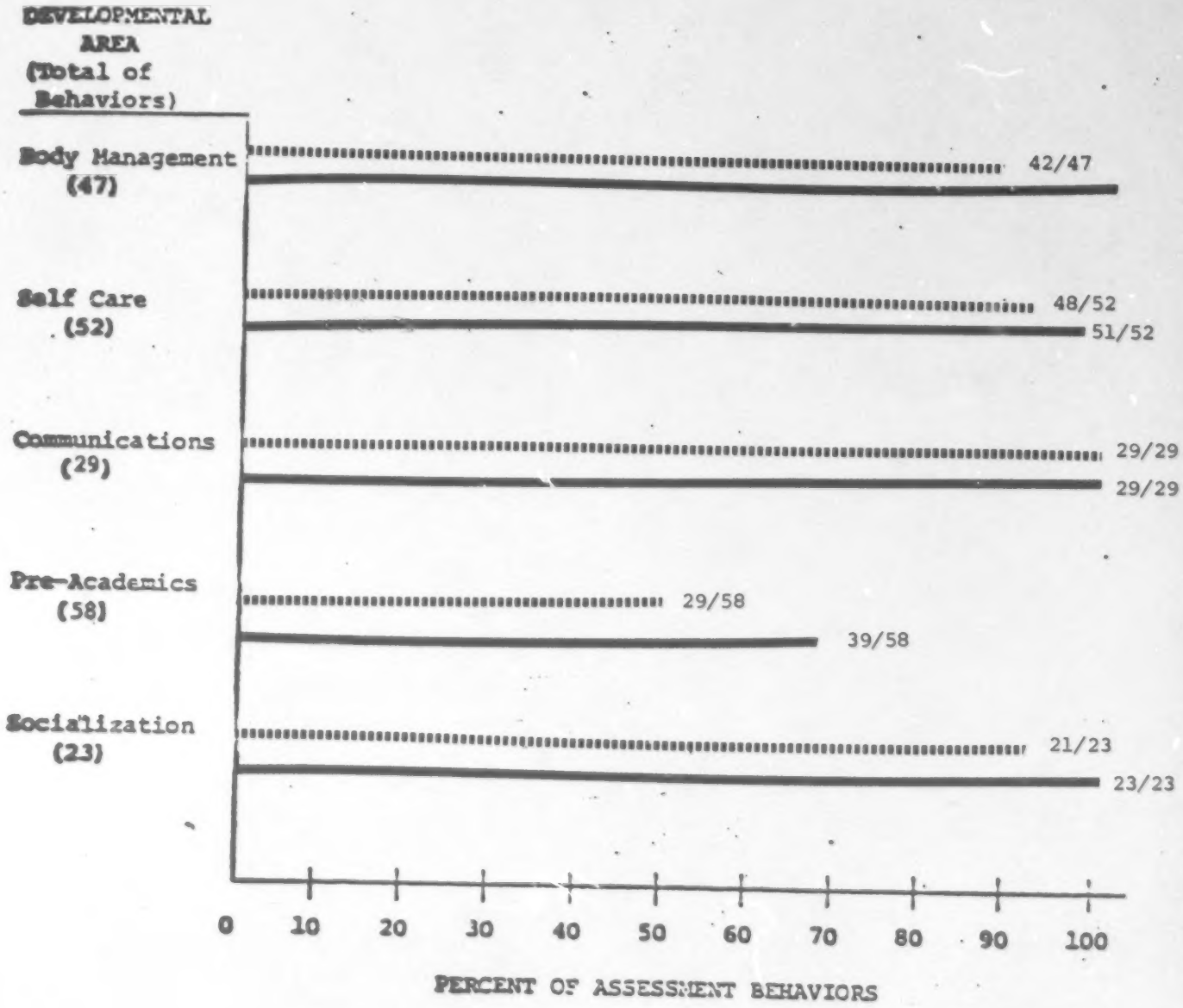


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.J.
Date of Birth 9/25/75
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬▬▬▬▬▬▬▬
(exit/total behaviors)

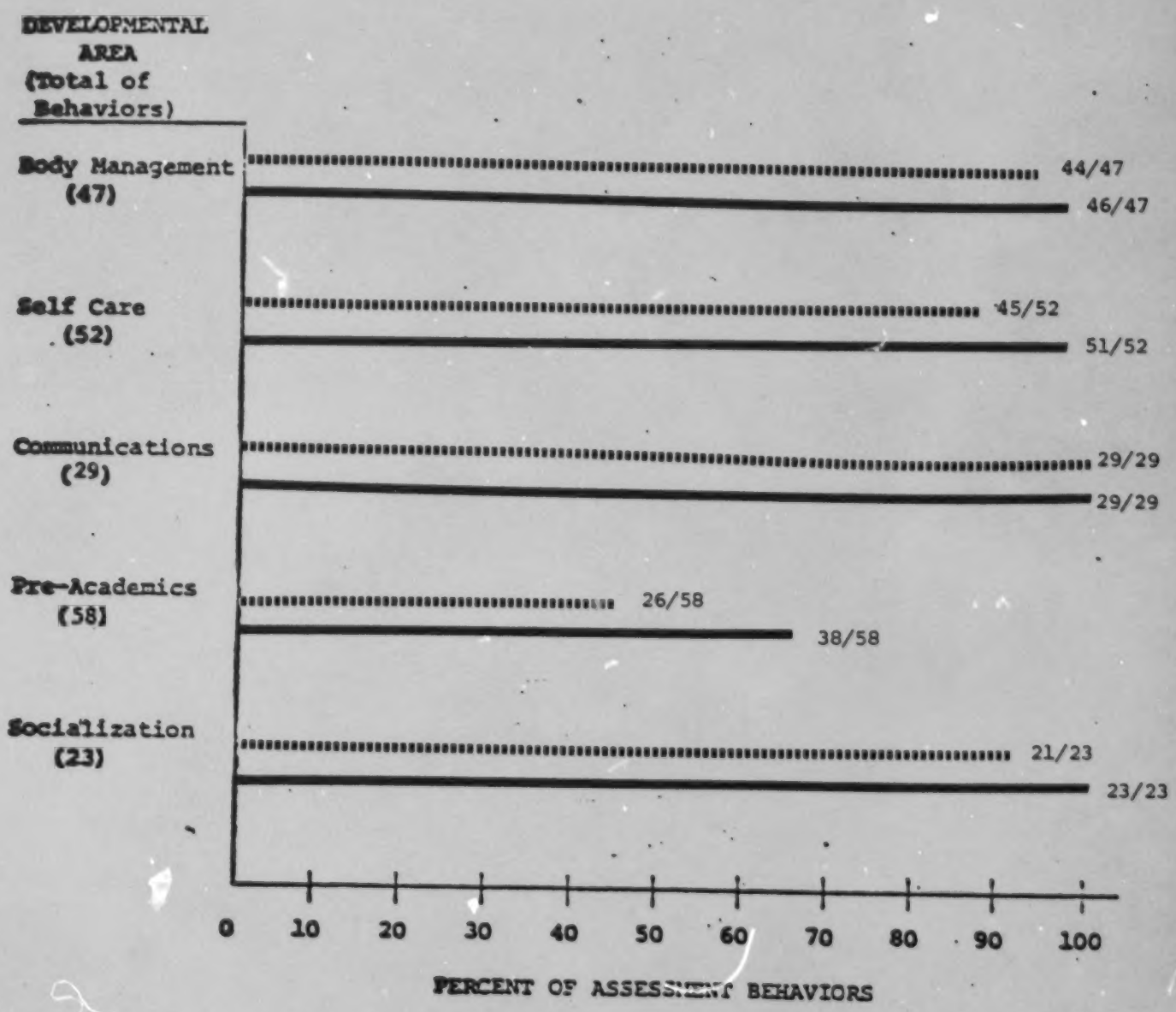


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.R.
Date of Birth 9/27/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

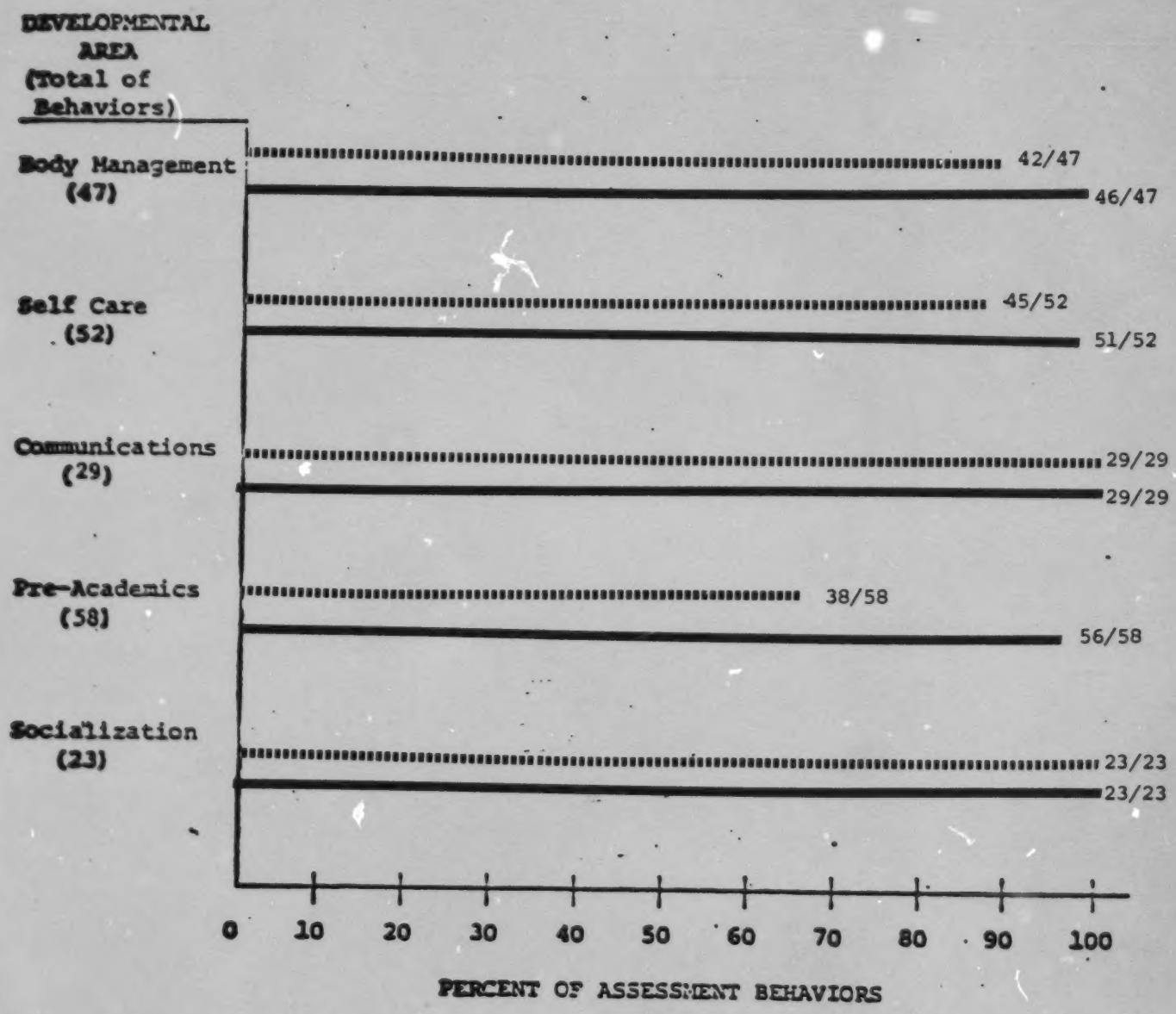


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.D.
Date of Birth 6/25/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

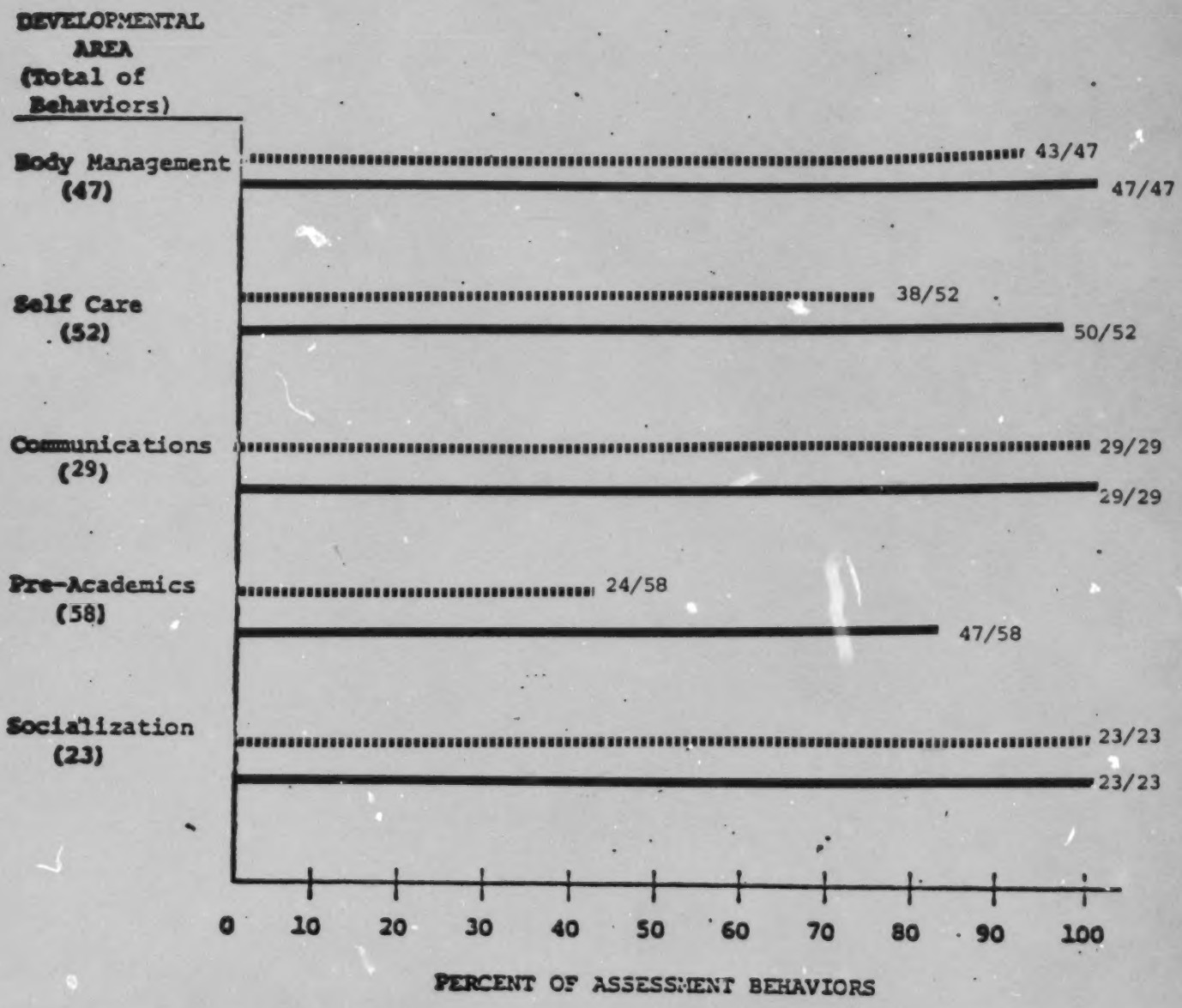


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.K.
Date of Birth 3/16/76
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

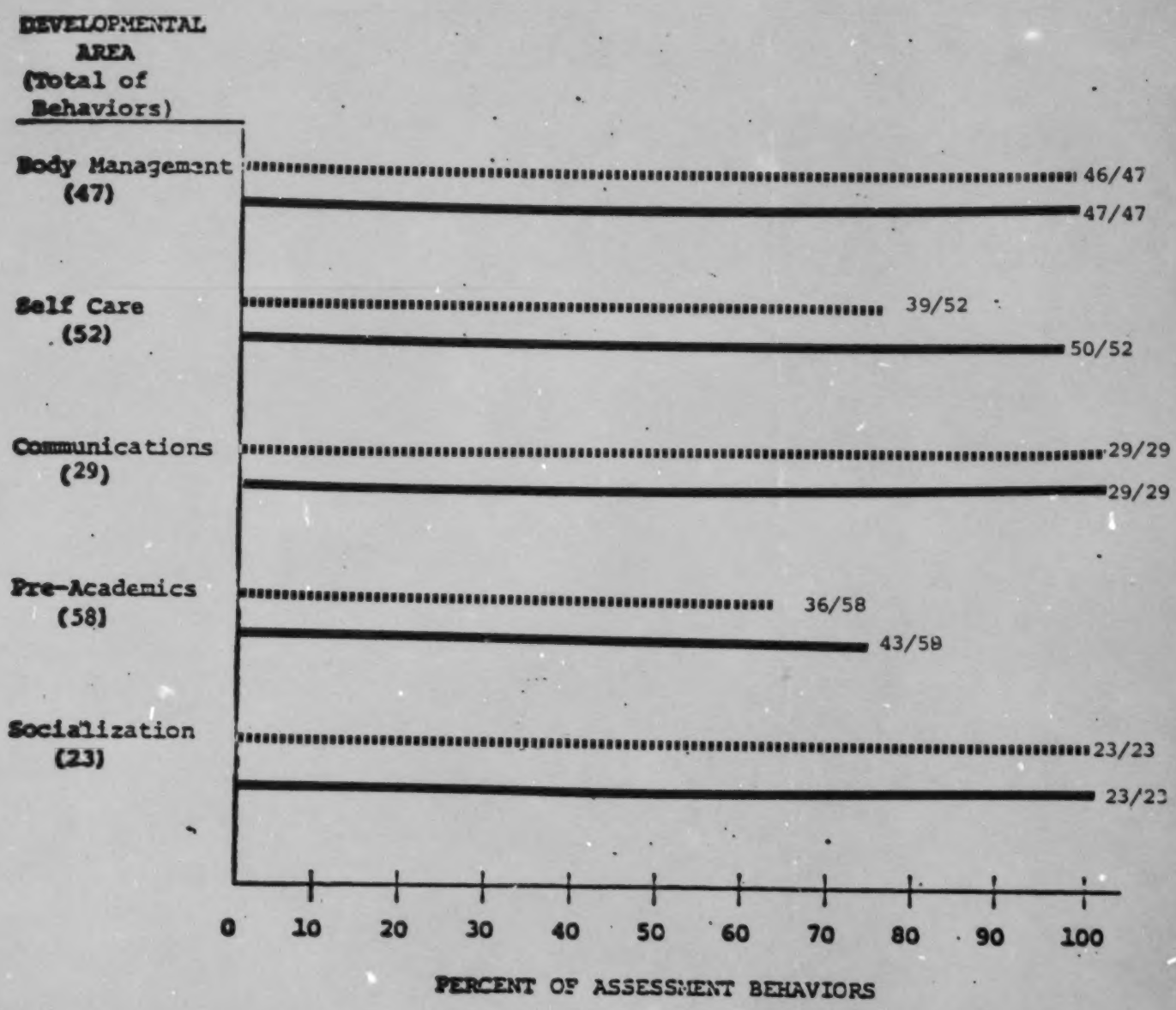


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.B.
Date of Birth 6/10/75
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

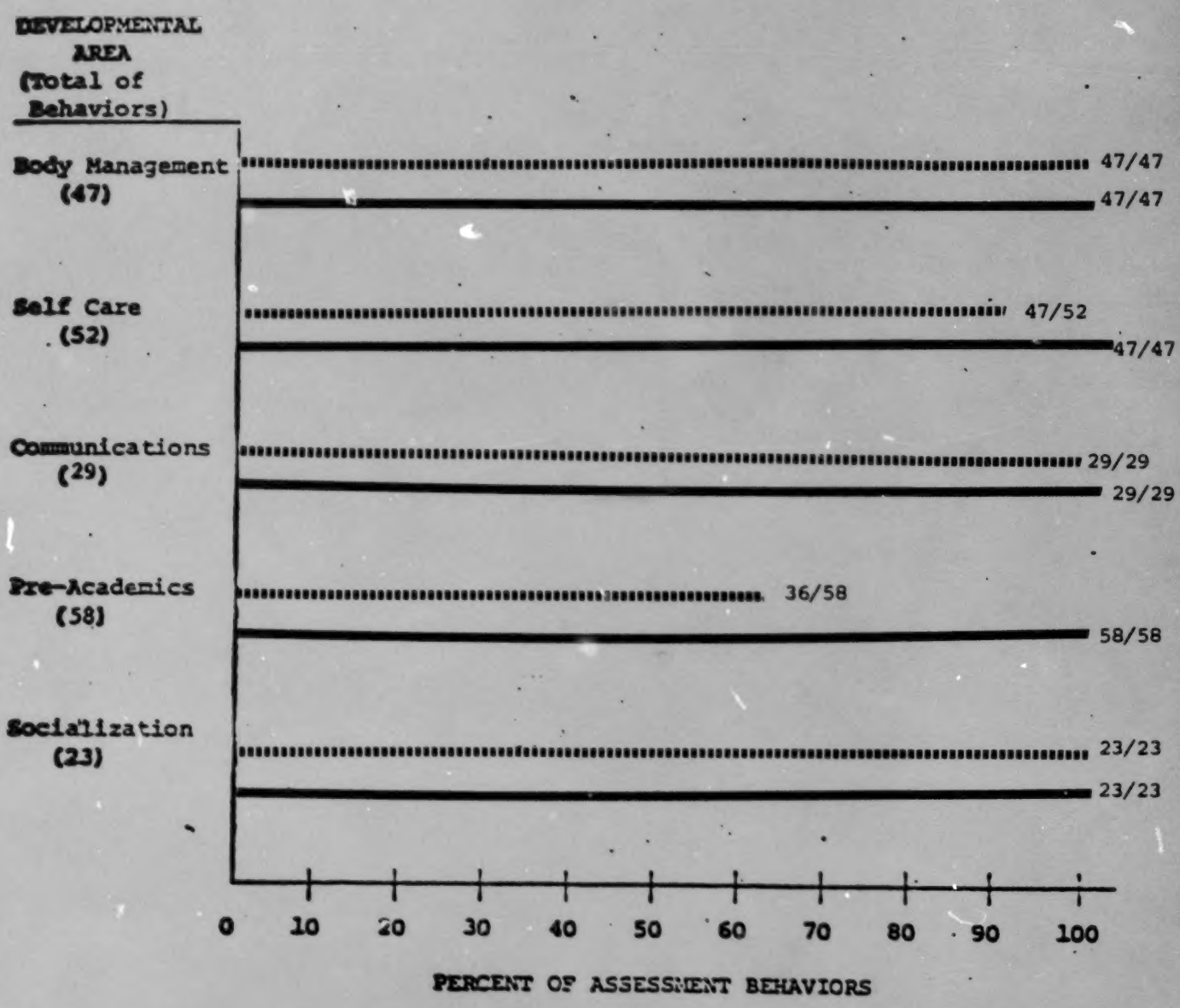


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code B.P.
Date of Birth 10/5/75
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

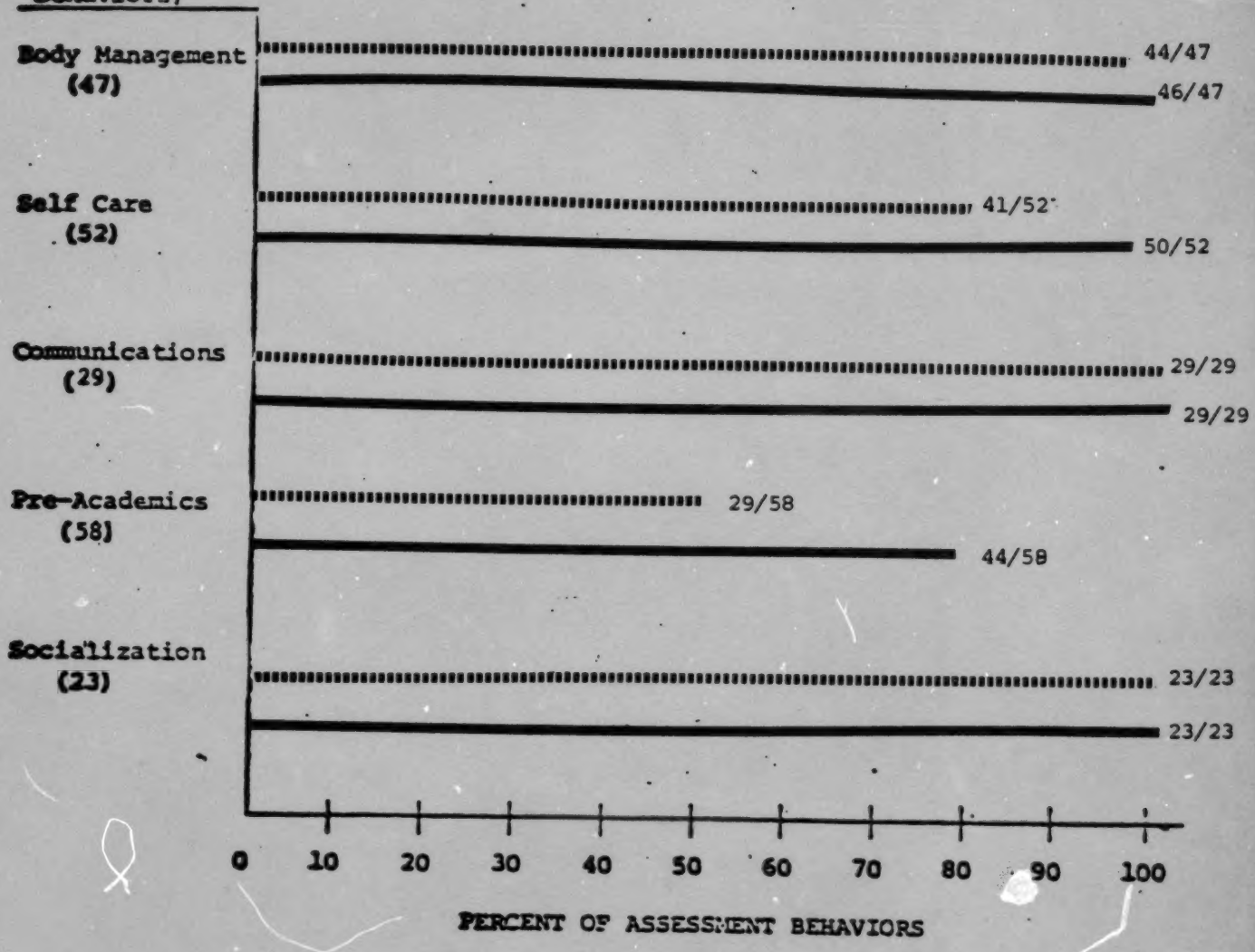


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code Y.J.
Date of Birth 10/1/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

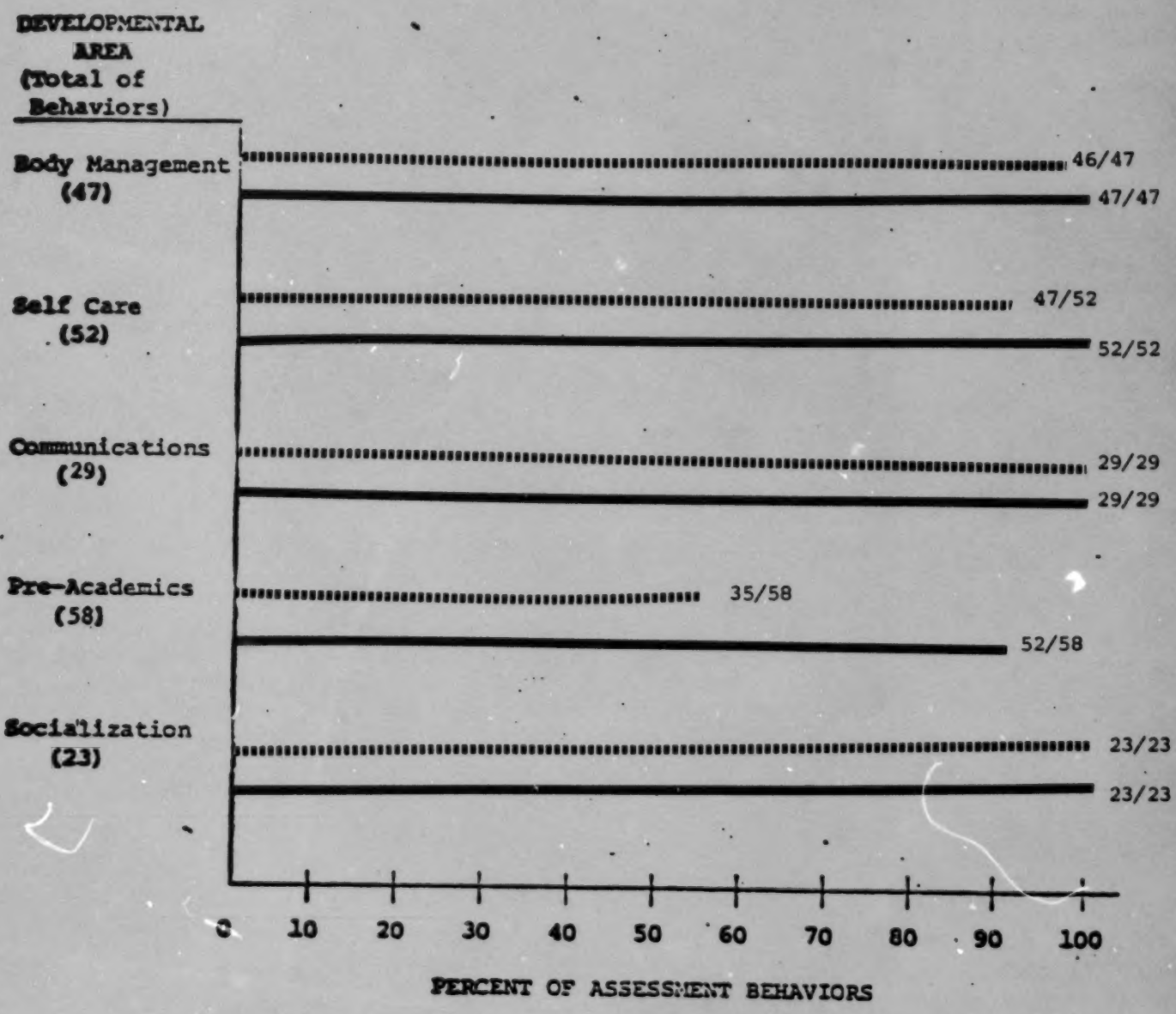


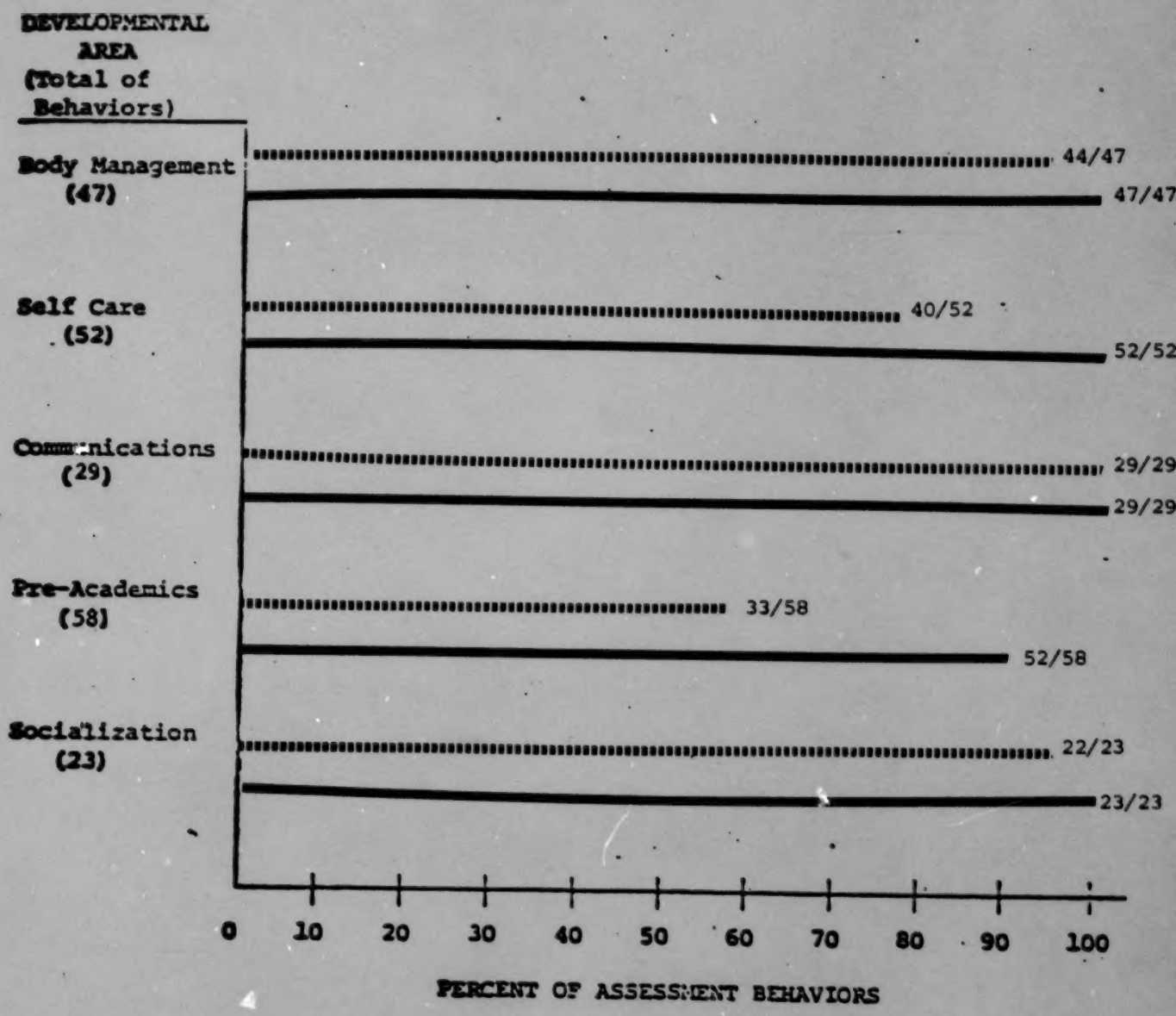
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C.C.
Date of Birth 3/22/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)



Child Progress Data: Rice Elementary School
Conroe, Texas

Table 1 indicates that 12 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 399 behaviors were gained with individual child gains ranging from 18 behaviors in child TE to 46 behaviors in child AM. Of the 399 behaviors gained, the largest number, 171, was in the area of Pre-Academics, with less emphasis placed on Body Management and Self-Care. The significantly fewest gains in the areas of Socialization, 24 behaviors, and Communication, 68 behaviors, can be explained by level of functioning of the group. Many children approached ceiling on these developmental areas at pre-testing.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 48% of the behaviors assessed, with a range of up to 78% of the behaviors assessed. At post-testing the percentage of behaviors mastered ranged from

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area:

Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, SG completed 100% of the behaviors in Socialization gaining no new behavior because he had mastered all of the behaviors at pre-testing. For this reason we do not know his true gains in the area of Socialization for this 7 month period. However, in Pre-Academics SG moved from 38% mastery at pre-test to 68% mastery at post-test.

Rice Elementary School

Conroe, Texas

Suzette Moore
81-82

CHILD IDCP CODE	MONTHS IN PEC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
S.G.	7	11	8	0	18	4	41
J.H.	6	7	10	5	17	5	44
T.M.	7	3	4	0	14	0	21
T.E.	5	5	n/a	4	6	3	18
Q.K.	7	9	12	13	9	1	44
J.L.	7	3	3	0	14	0	20
A.A.	6	6	5	9	8	4	32
M.T.	7	8	6	0	20	0	34
N.L.	7	1	3	7	17	1	29
A.M.	7	4	10	9	18	5	46
A.K.	7	1	2	9	16	1	29
A.J.	6	7	8	12	14	0	41
TOTAL BEHAVIORS GAINED		65	71	68	171	24	399

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

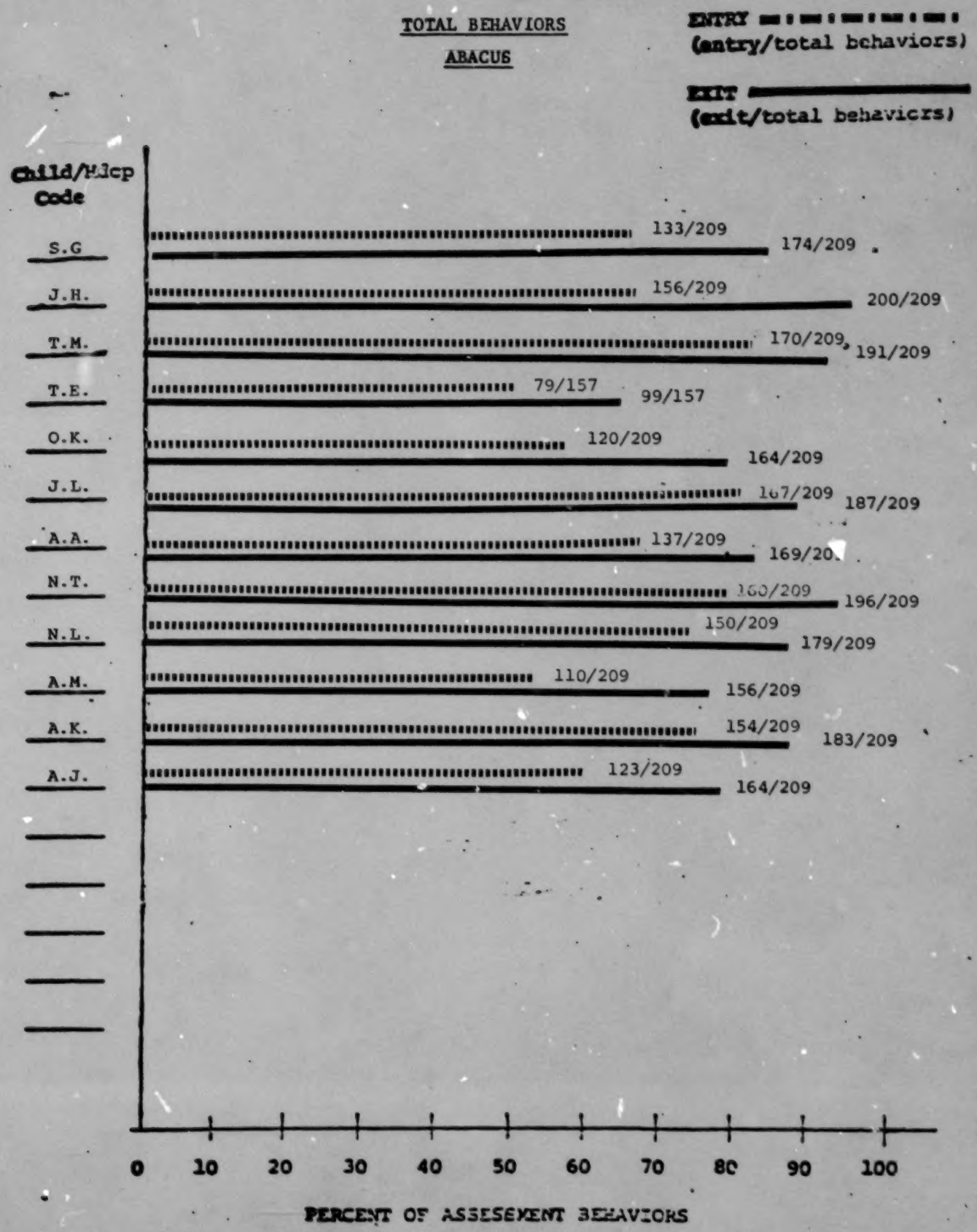


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.G.
Date of Birth 6/12/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

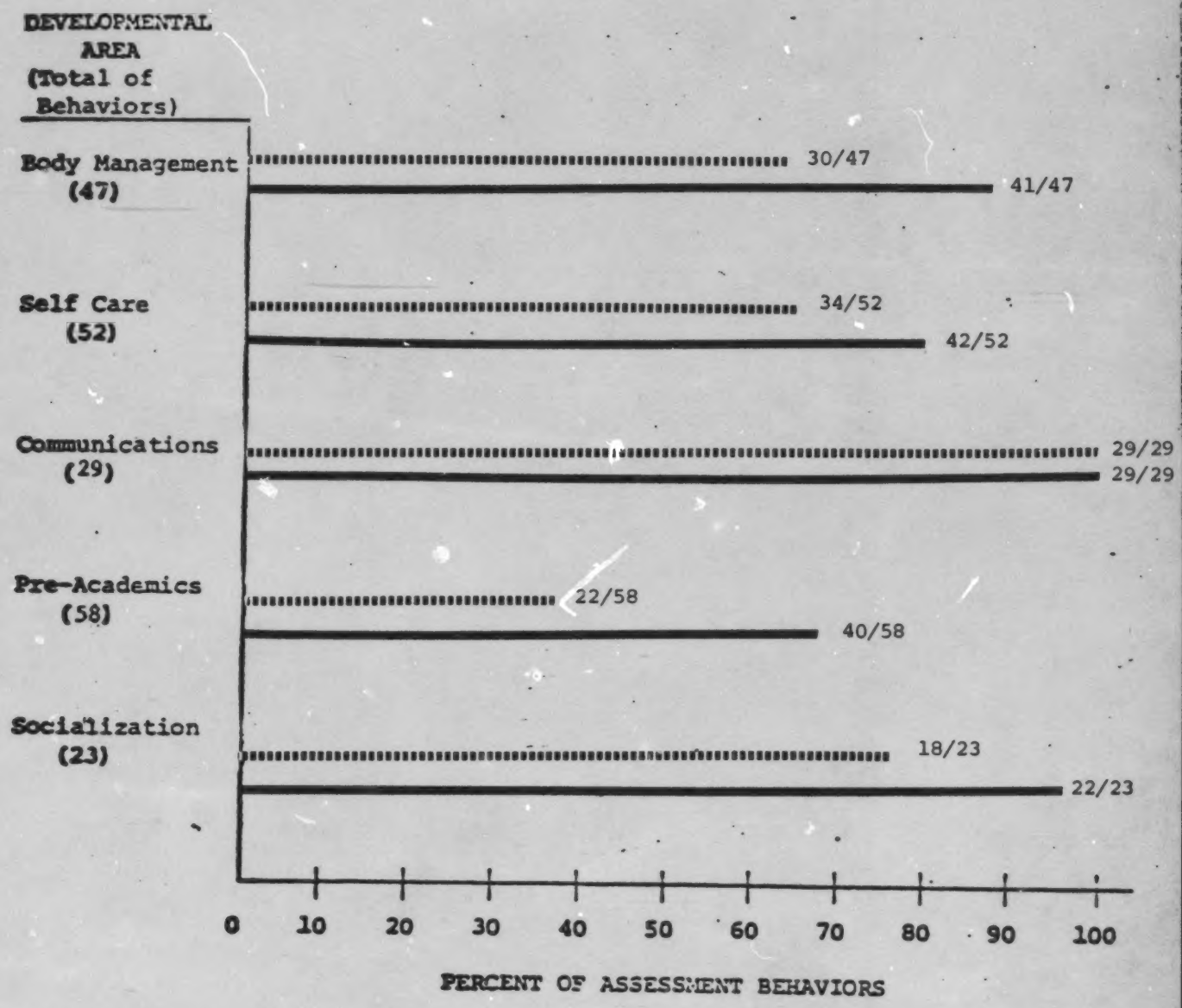


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.H.
Date of Birth 4/25/77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

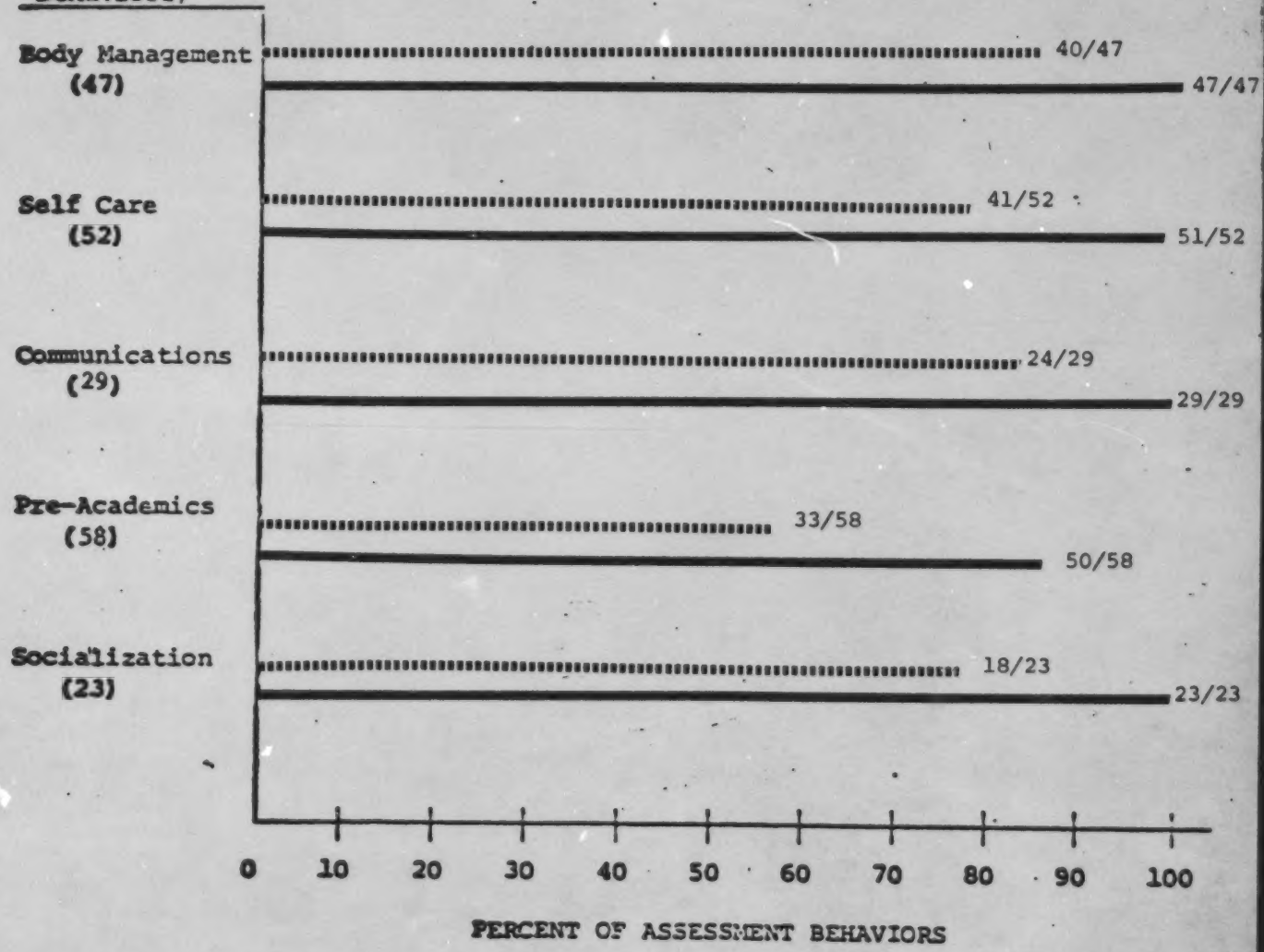


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.M.
Date of Birth 1/20/78
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

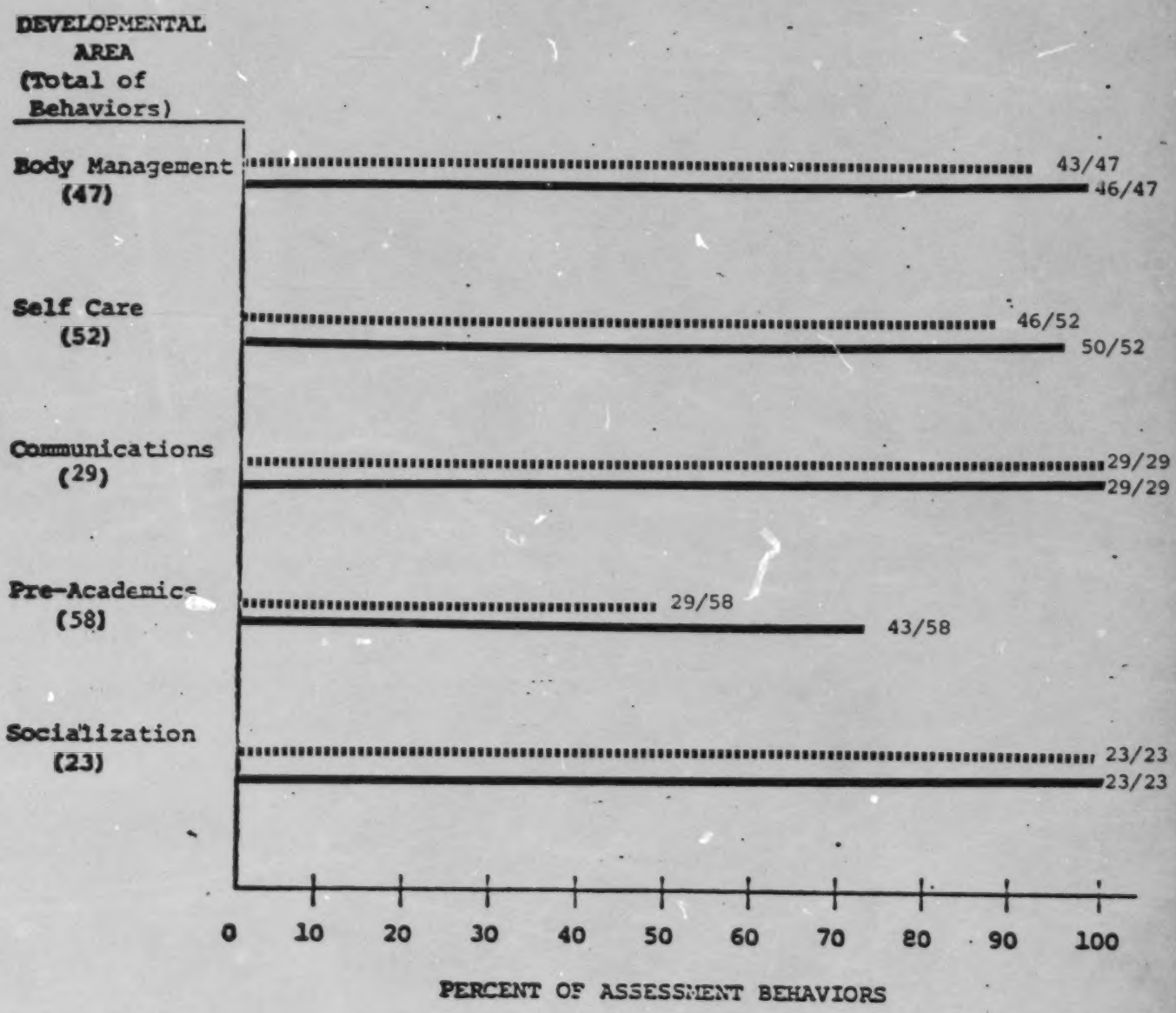


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.E.
Date of Birth 8/28/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

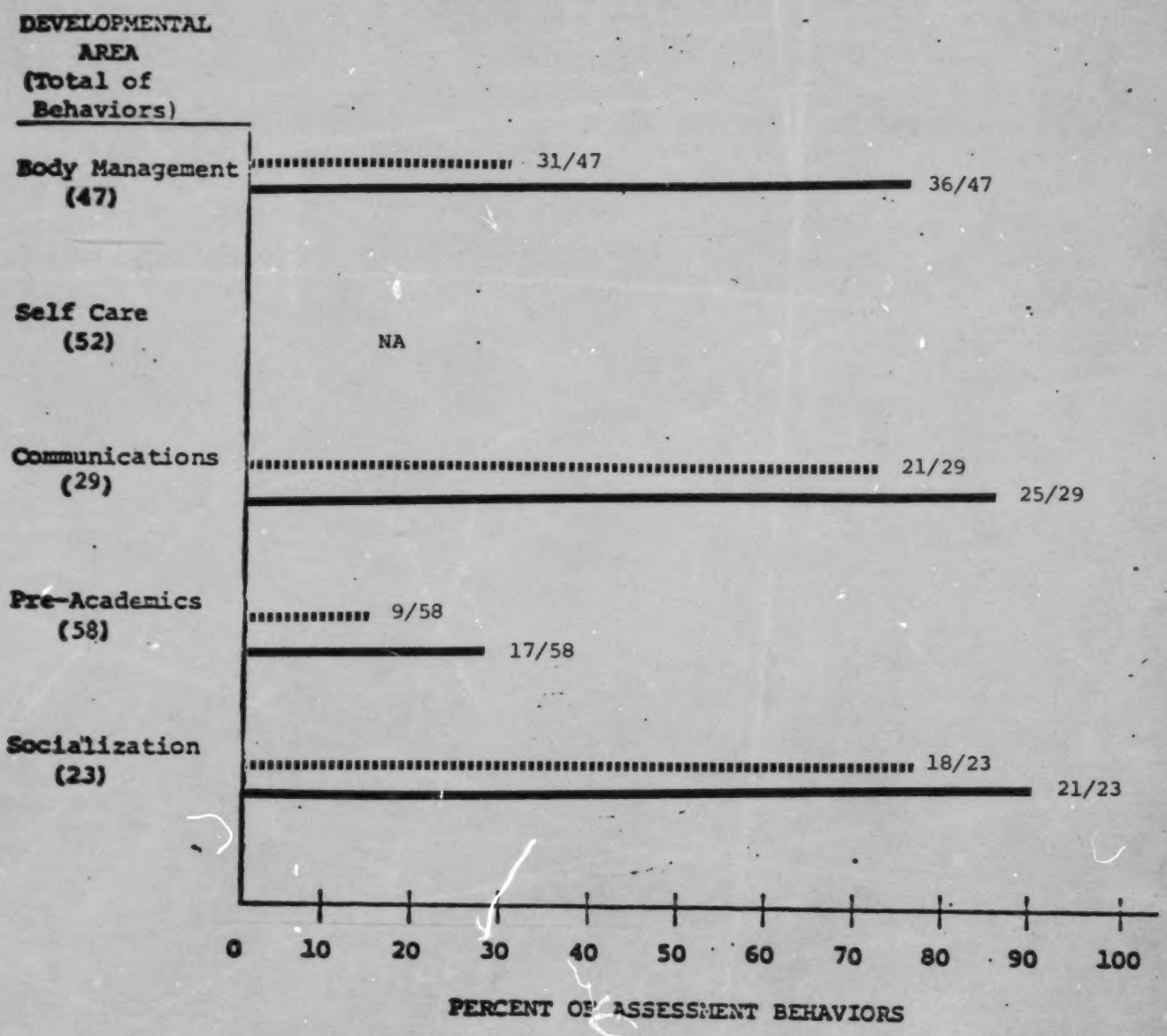


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code O.K.
Date of Birth 11/16/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

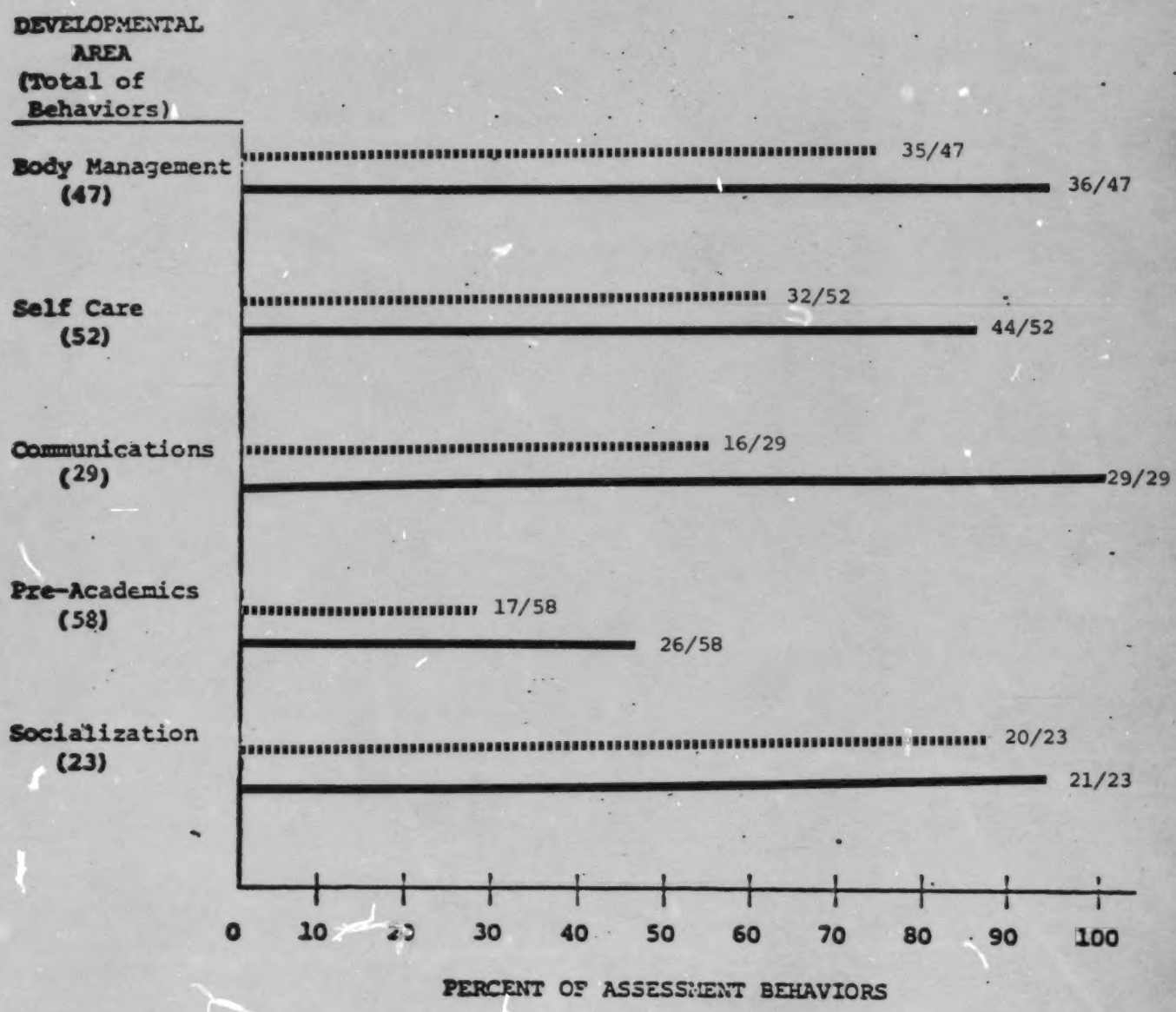


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.L.
Date of Birth 11/23/75
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

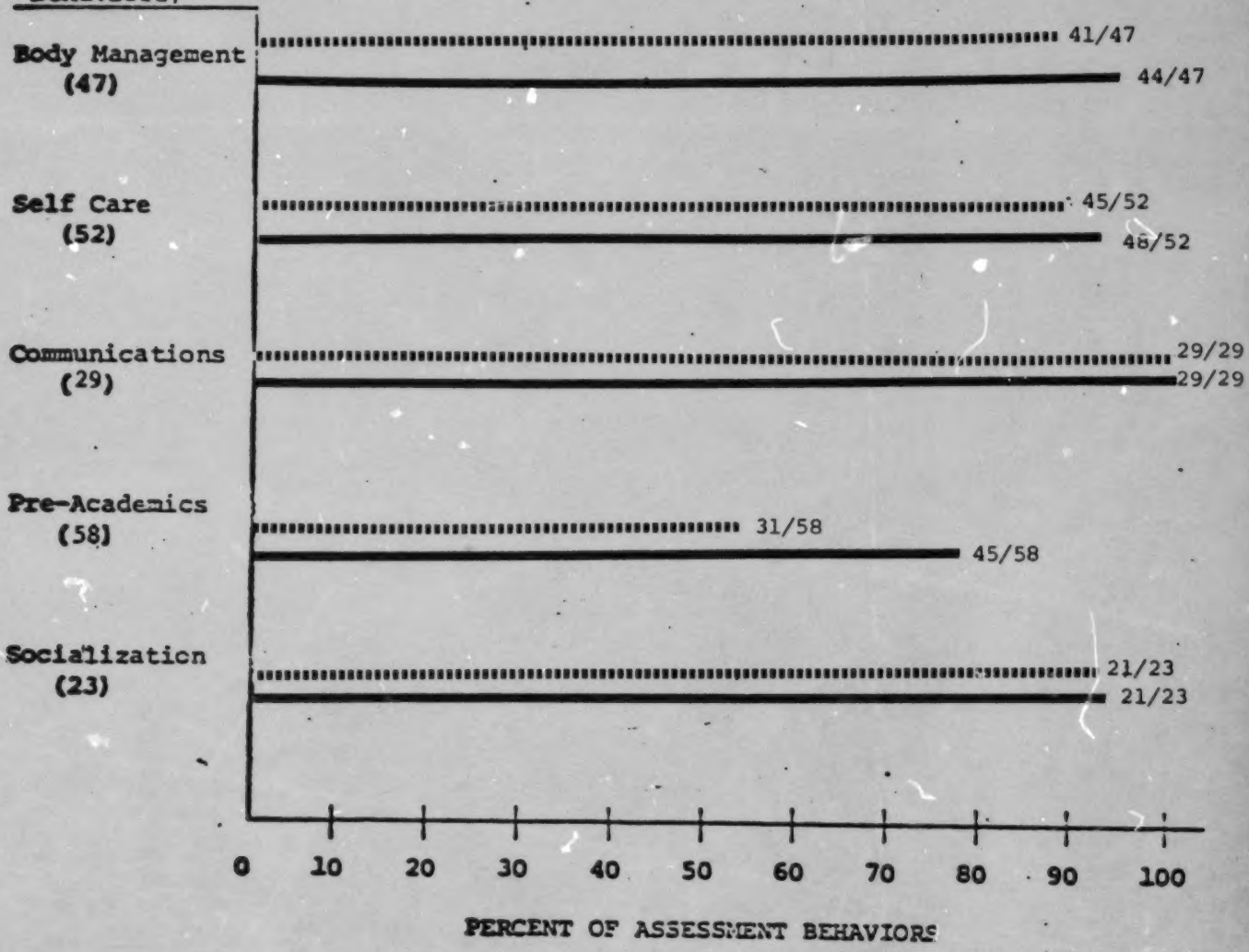


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.A.
Date of Birth 7/24/78
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

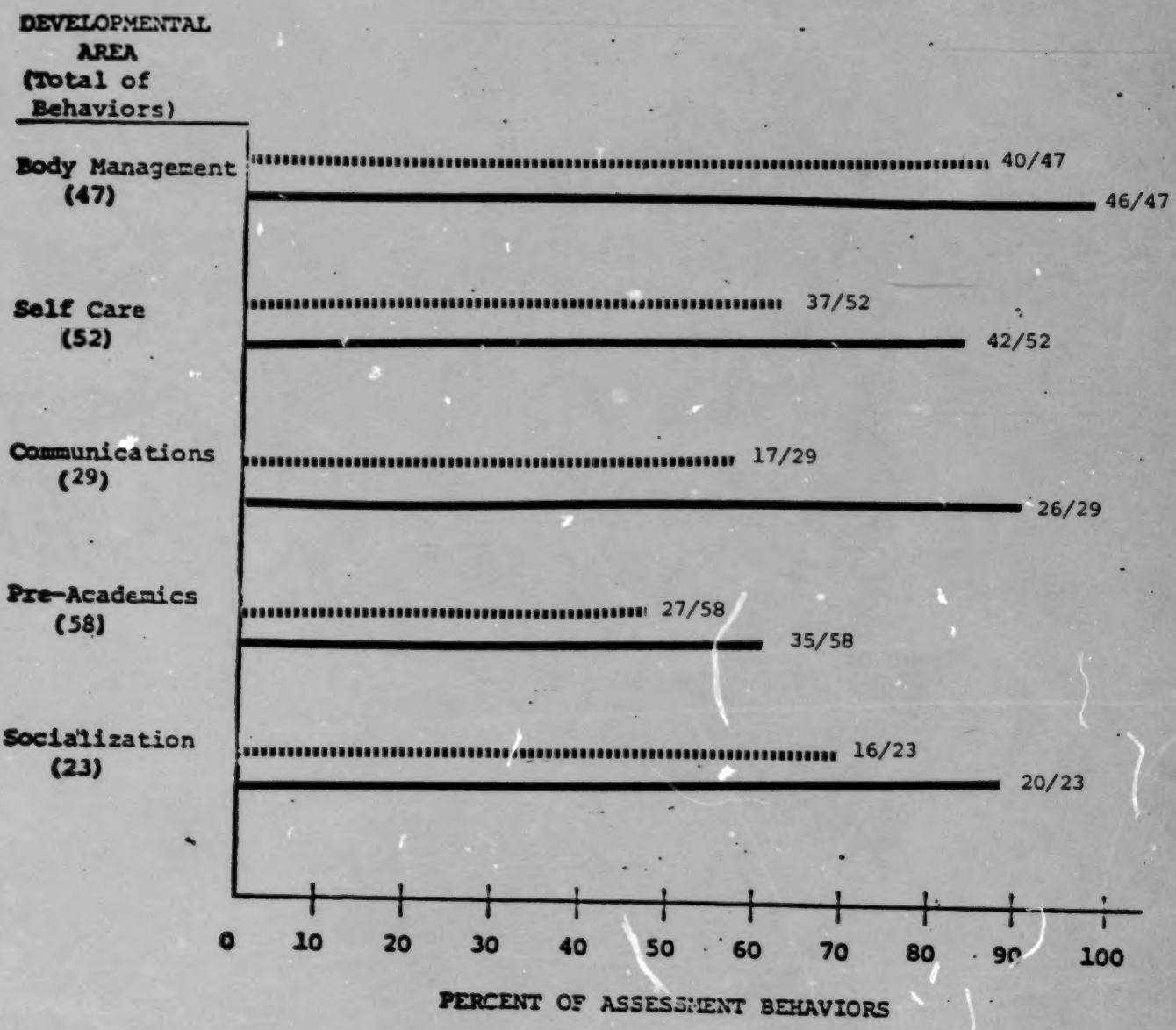


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.T.
Date of Birth 9/7/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

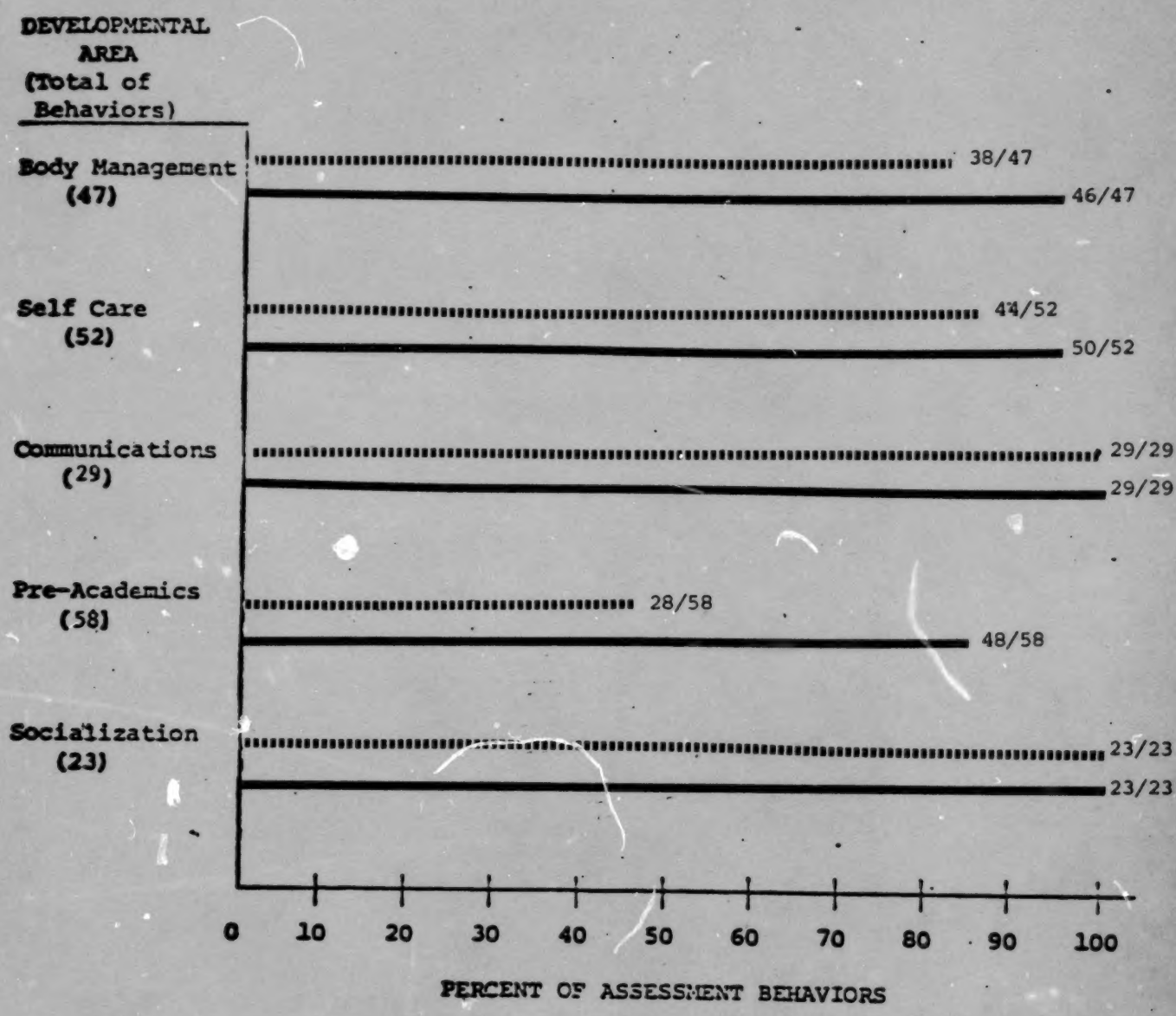


Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code N.L.
Date of Birth 1-5-78
Handicapped Code H.I.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

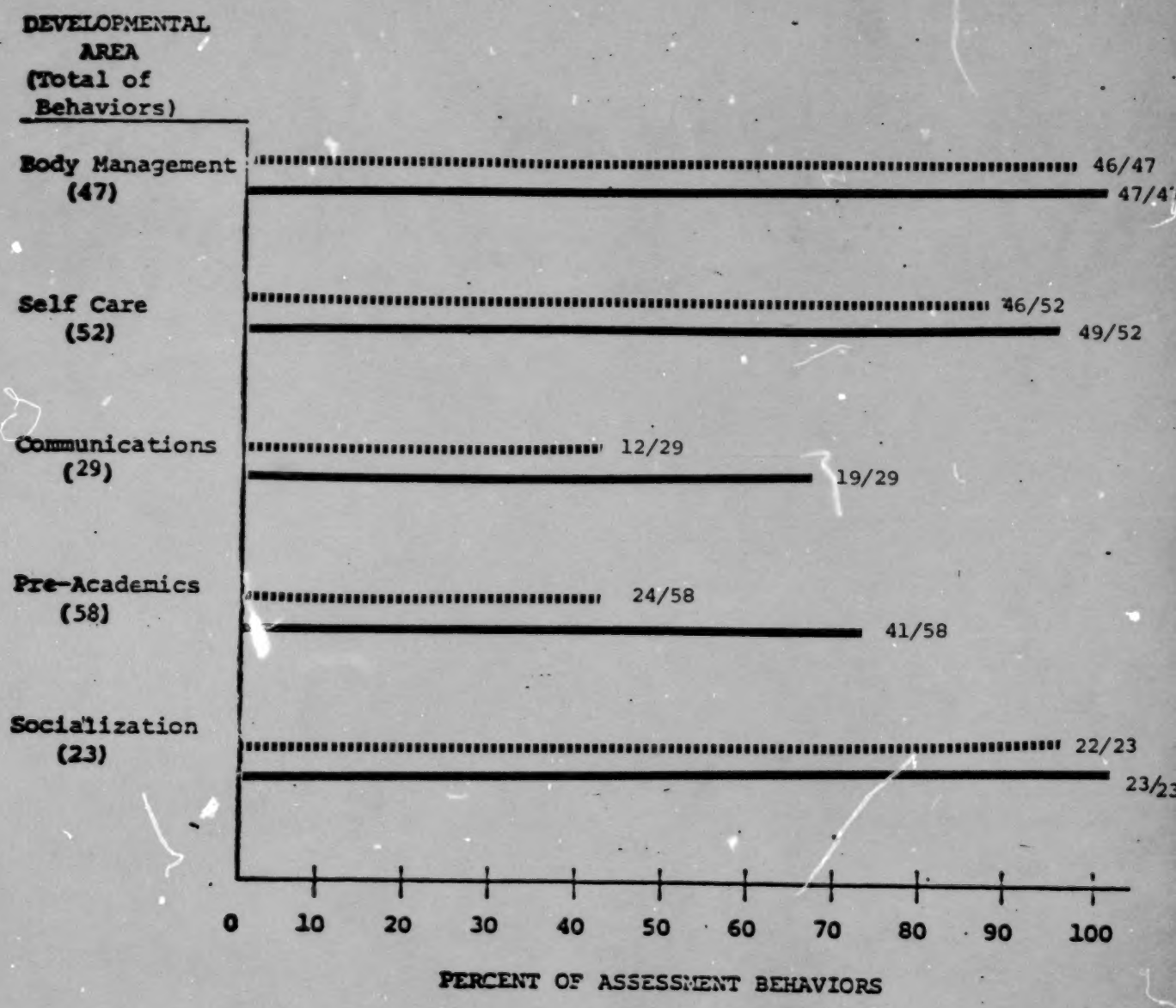


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.M.
Date of Birth 10/18/78
Handicapped Code H.I.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

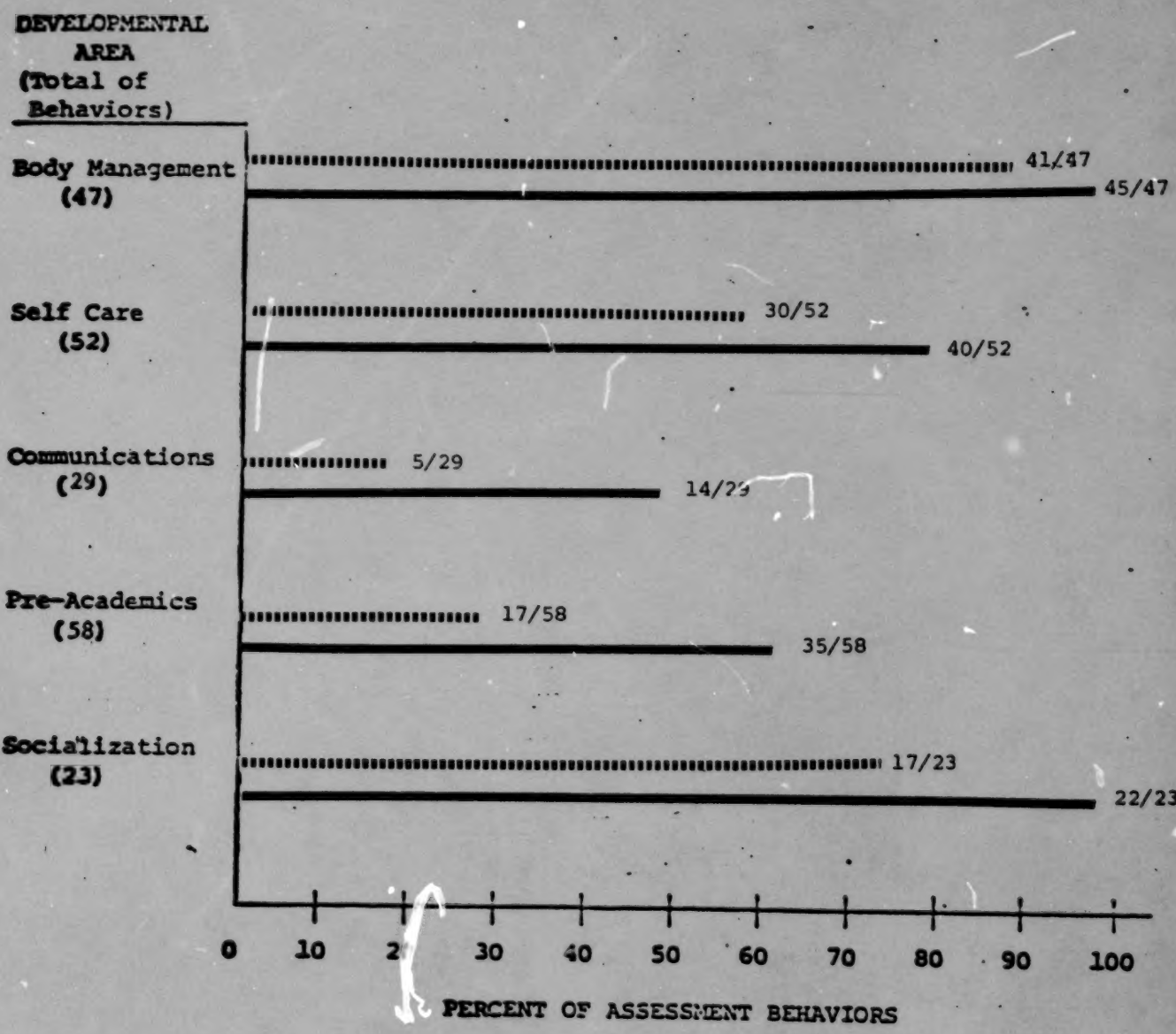


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.K.
Date of Birth 3/27/78
Handicapped Code H.I.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

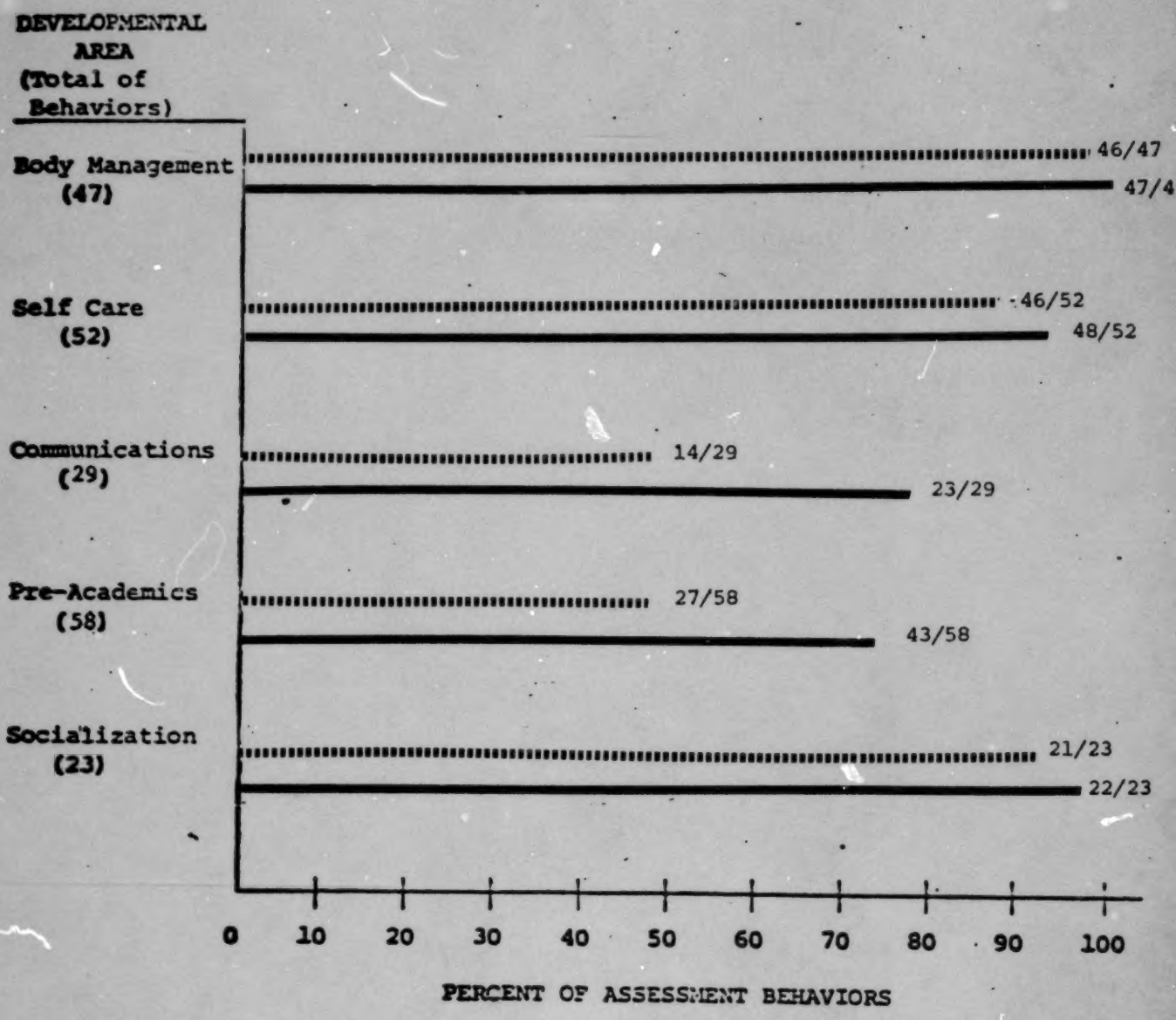


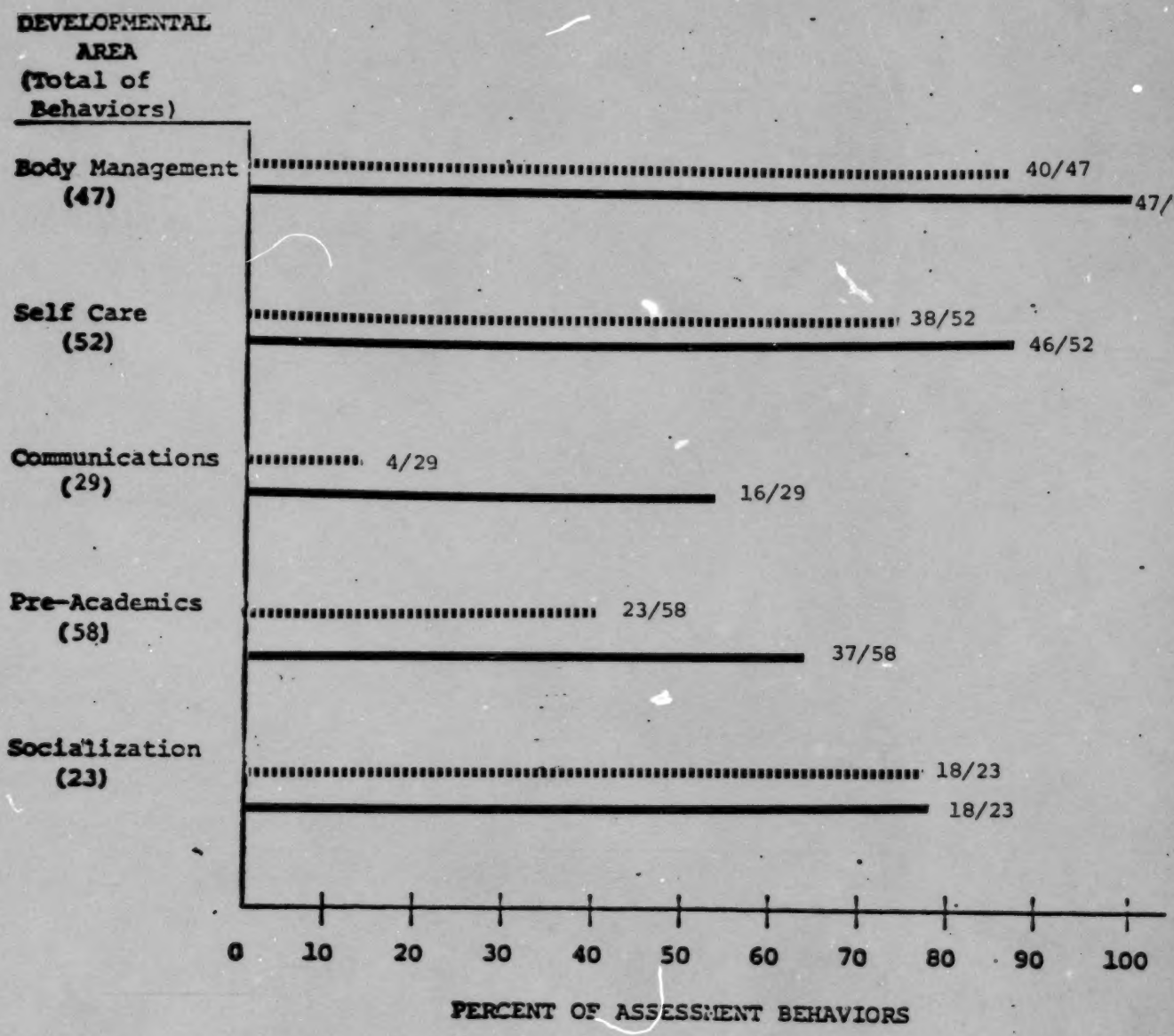
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.J.
Date of Birth 9/14/78
Handicapped Code H.I.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Oakridge Elementary School
Conroe, Texas

Table 1 indicates that 16 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 500 behaviors were gained with individual child gains ranging from 14 behaviors in child NA to 49 behaviors in child AG. Of the 500 behaviors gained, the largest number, 219, was in the area of Pre-Academics, with fewer gains in Body Management, Self-Care, Communication and Socialization. Fewer gains in Communication and Socialization could be due to a ceiling effect with many children reaching near mastery at pre-testing.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 52% of the behaviors assessed, with a range of up to 92% of the behaviors assessed. This reflects a highly sophisticated group of children entering the program. Post-testing scores ranged from 65% to 96%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area:

Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, WH completed 95% of the behaviors in Socialization at pre-test, gaining the one new behavior not previously mastered and moving to 100% mastery in this developmental area. In Pre-Academics WH moved from 35% mastery at pre-test and 60% mastery at post-test.

Oakridge Elem. School

Conroe, Texas

Tricia Knight
81-82

CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
W.H.	7	7	N/A	1	16	4	28
N.A.	7	5	5	0	3	1	14
J.K.	7	6	7	6	12	2	33
D.W.	6	8	10	2	17	3	40
M.J.	7	0	3	6	12	5	26
R.R.	7	1	2	6	12	5	26
J.C.	7	4	6	6	21	9	36
D.M.	7	3	5	1	17	0	26
L.M.	7	6	5	12	17	3	43
D.D.	7	5	2	2	15	3	27
S.C.	5	9	8	0	14	2	33
J.D.	5	4	5	15	13	5	42
D.H.	7	2	2	1	14	7	26
C.L.	5	4	10	0	8	4	26
J.L.	7	0	3	0	12	0	15
A.G.	7	5	12	9	16	7	49
TOTAL BEHAVIORS GAINED		69	85	67	219	60	580

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

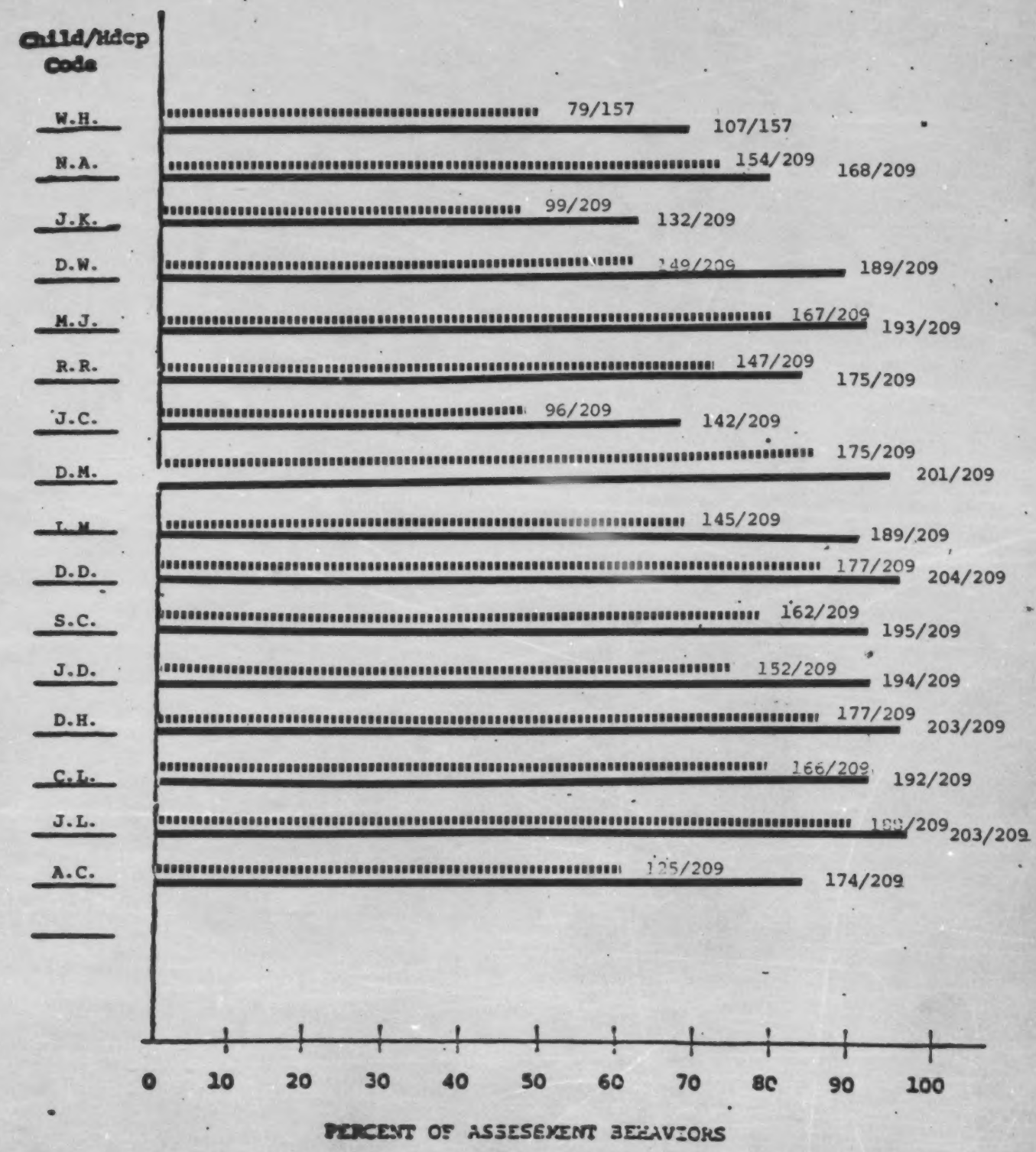


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code W.H.
Date of Birth 4/13/78
Handicapped Code C.P.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

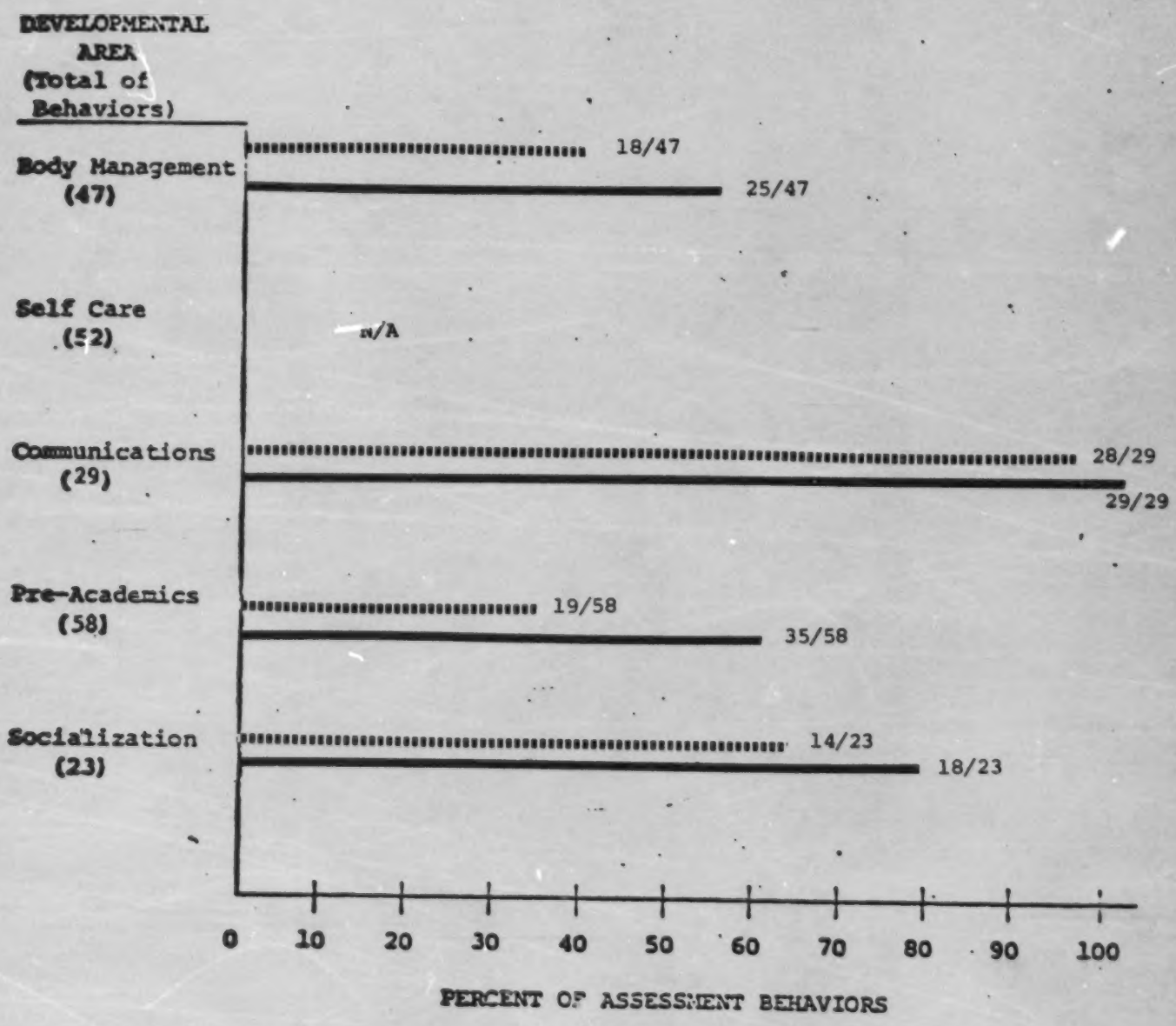


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code N.A.
Date of Birth 11/15/76
Handicapped Code P.H.

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

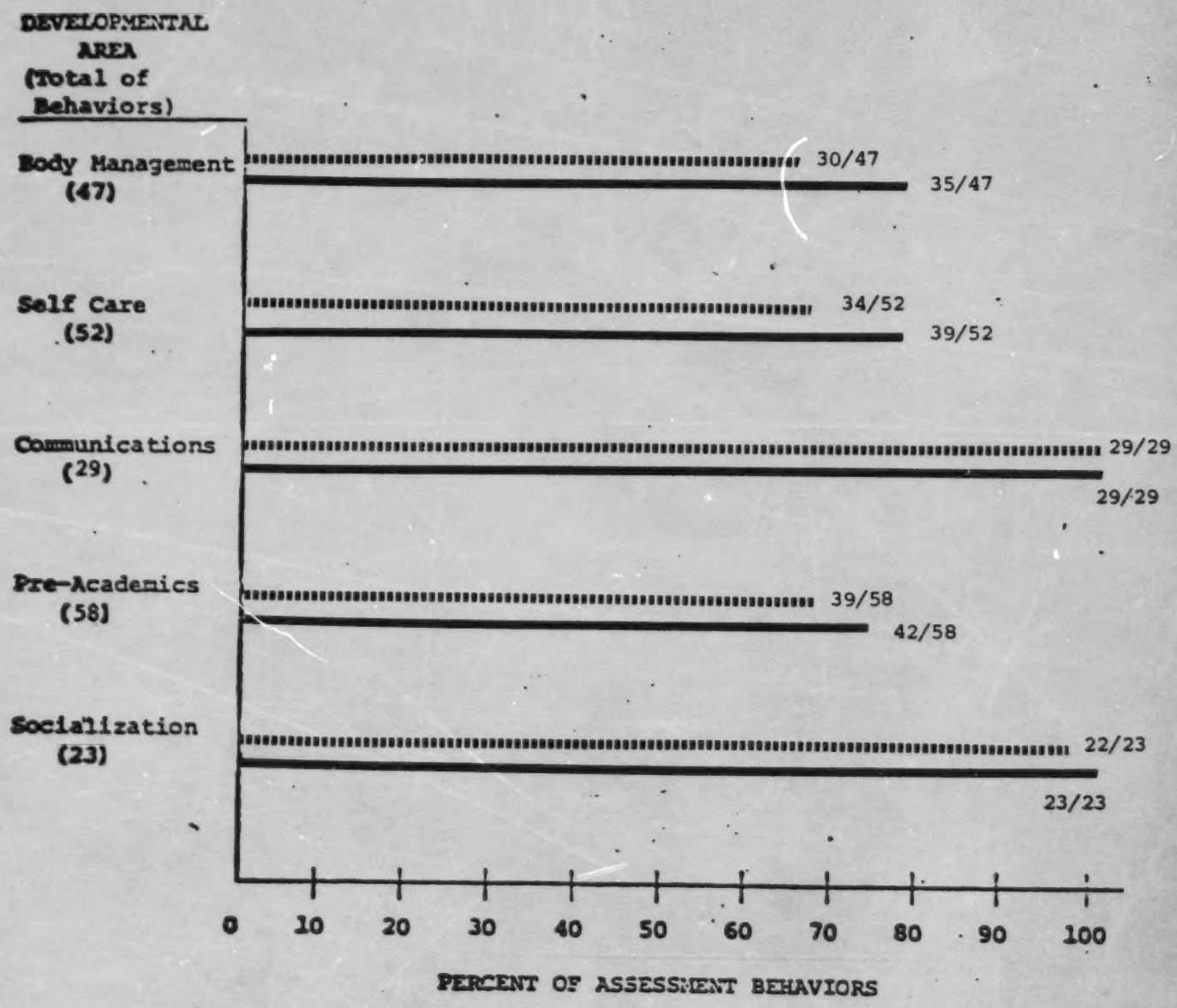


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.K.
Date of Birth 10/25/77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

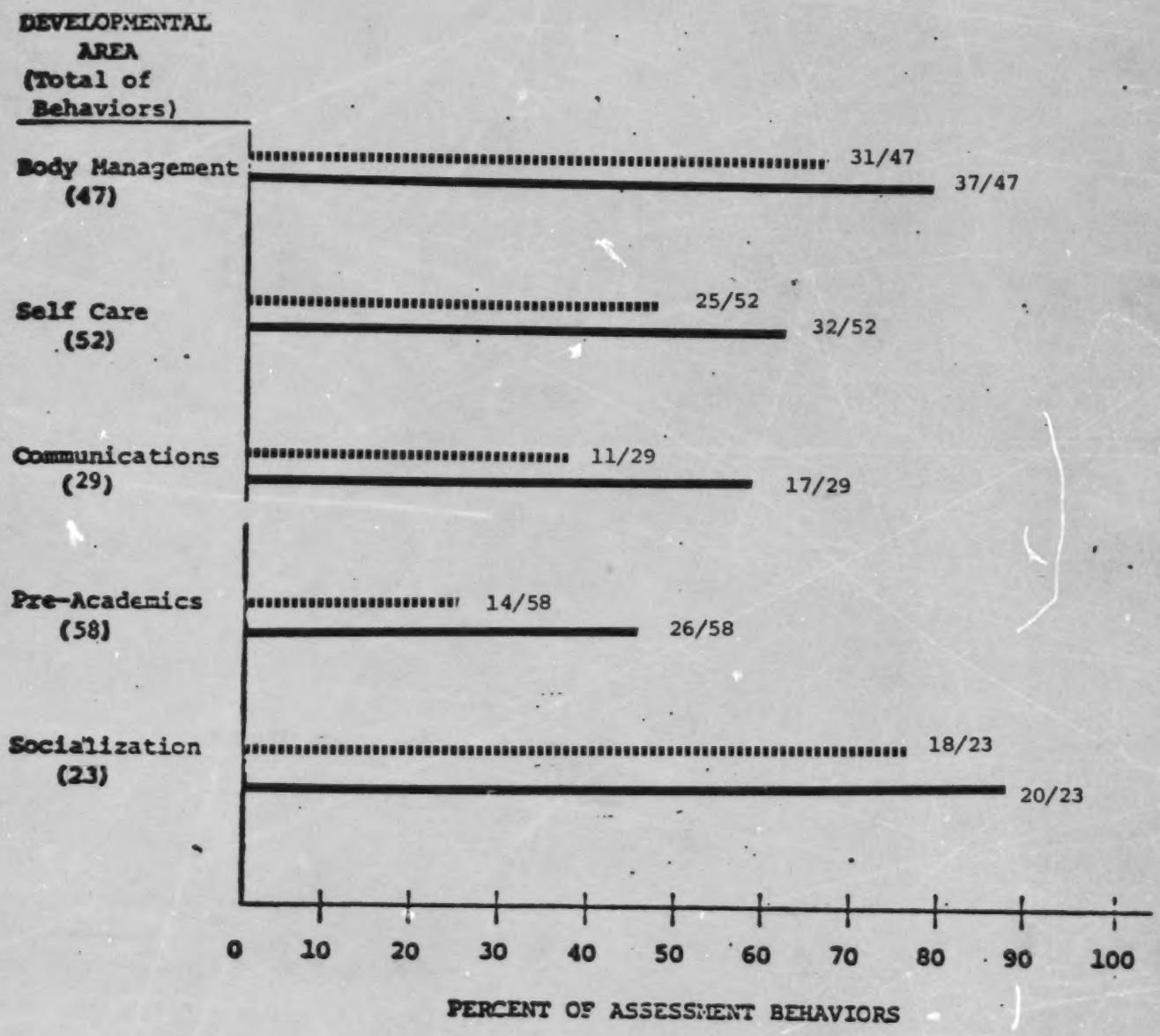


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.W.
Date of Birth 7/14/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

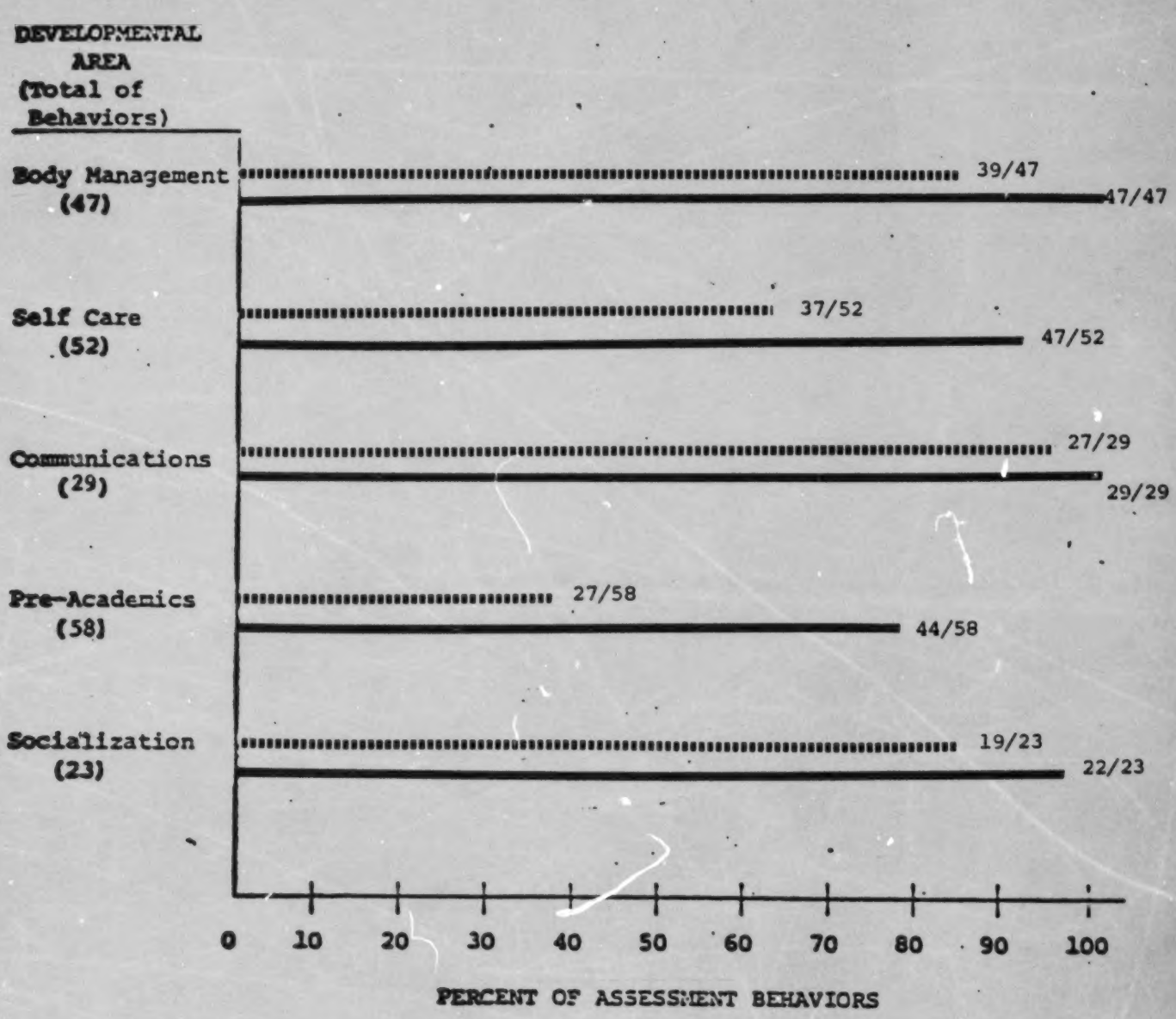


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.J.
Date of Birth 1/14/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

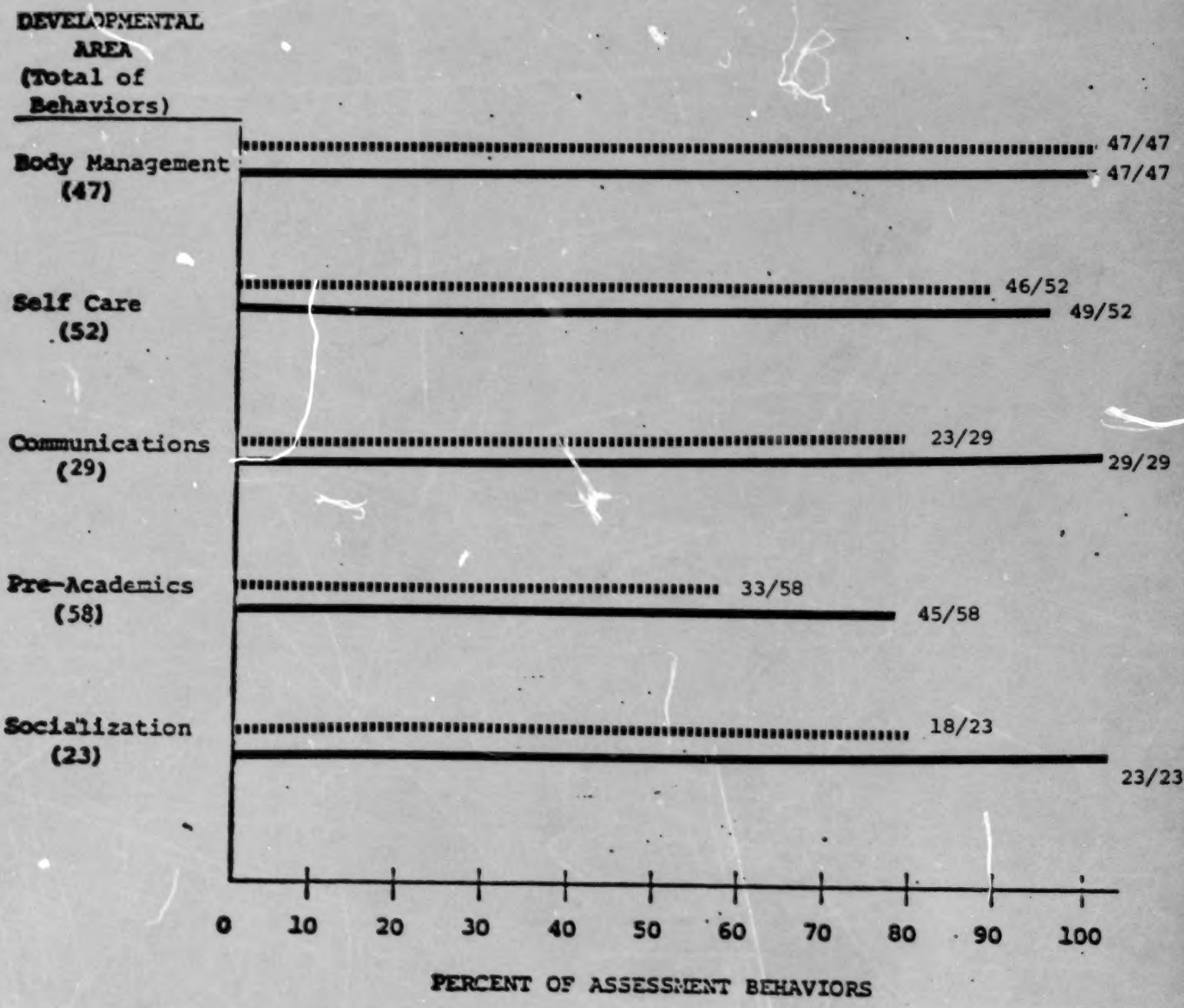


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.R.
Date of Birth 11/15/77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

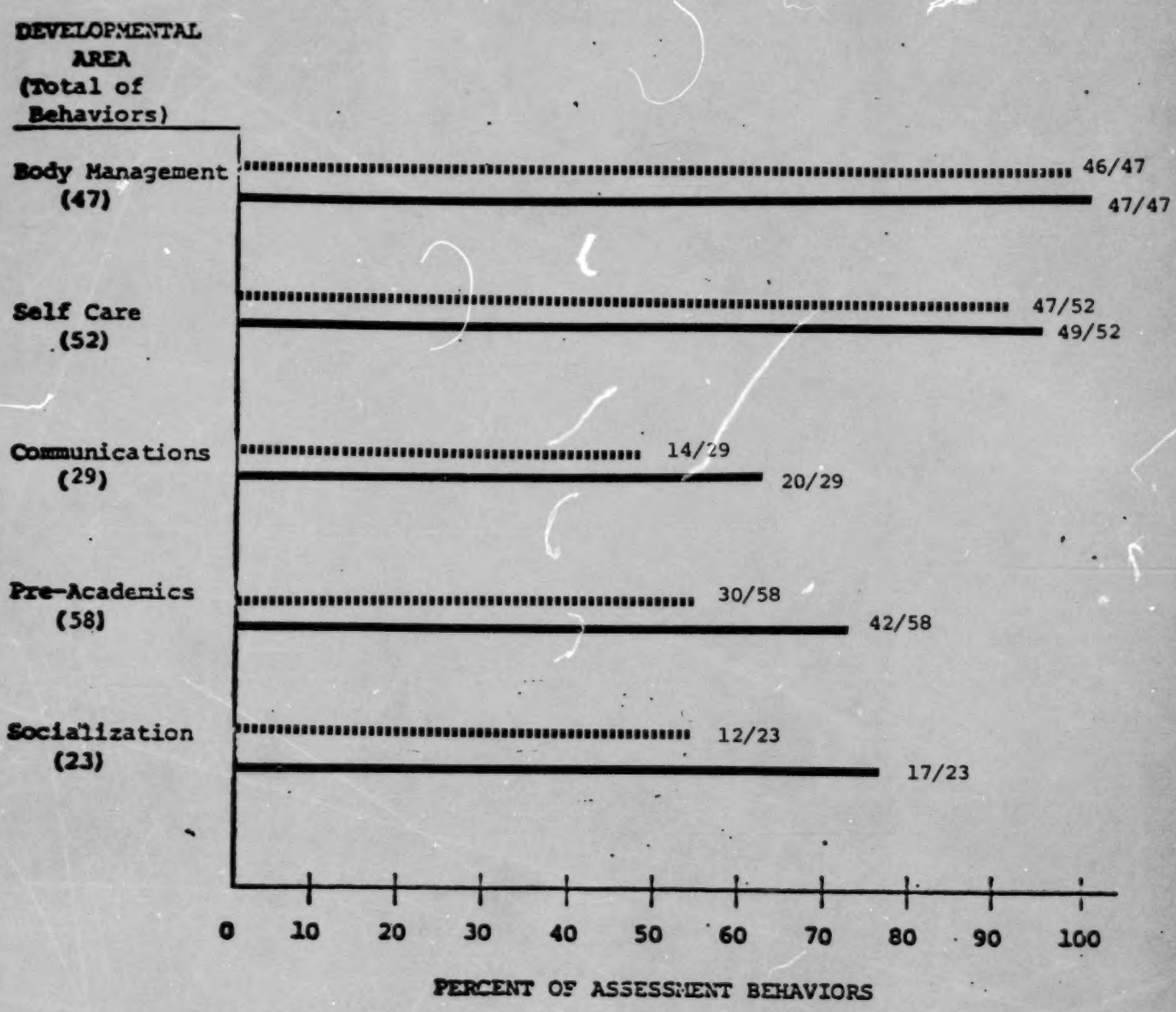


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.C.
Date of Birth 4/26/78
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

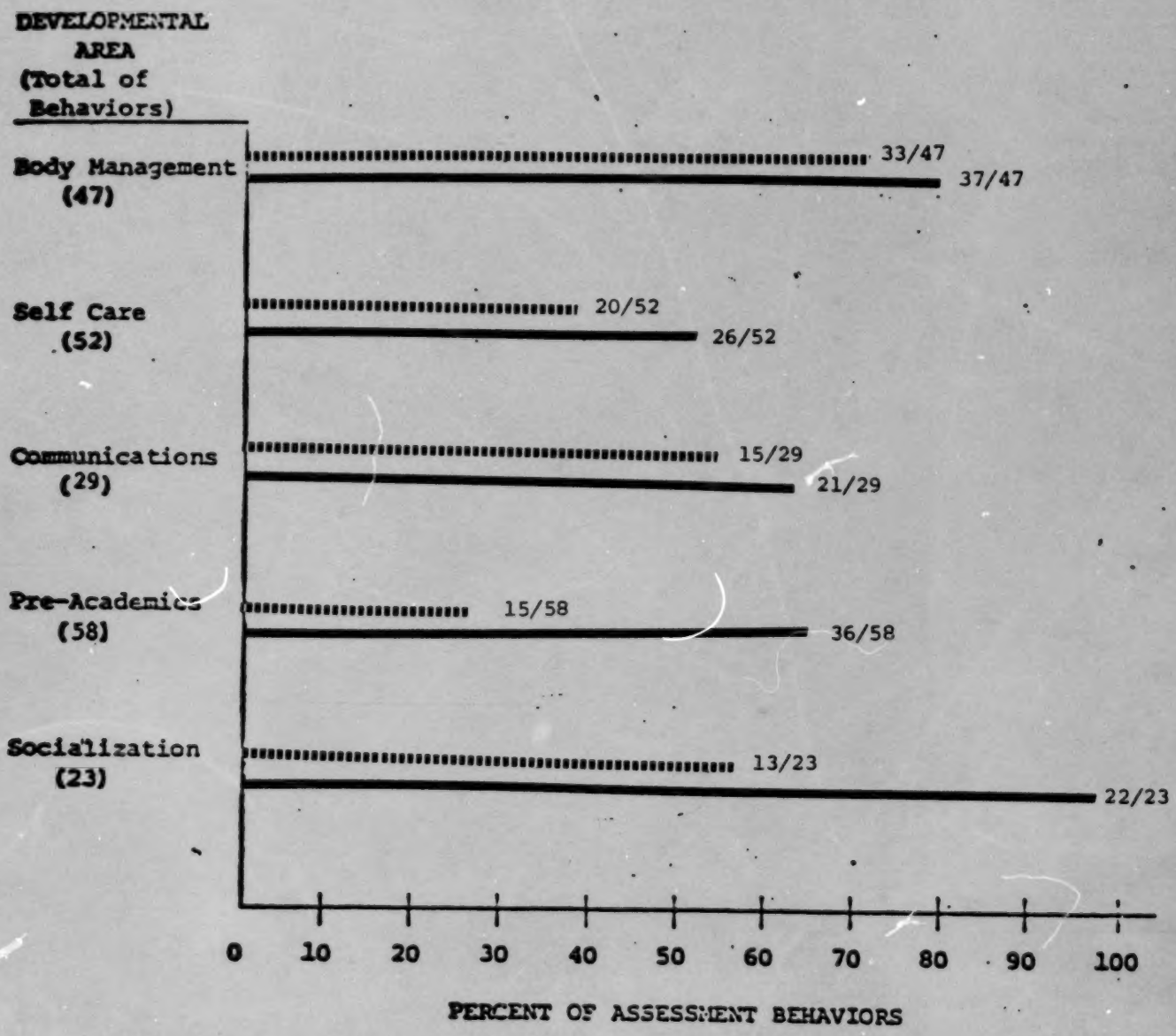


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.M.
Date of Birth 5/19/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

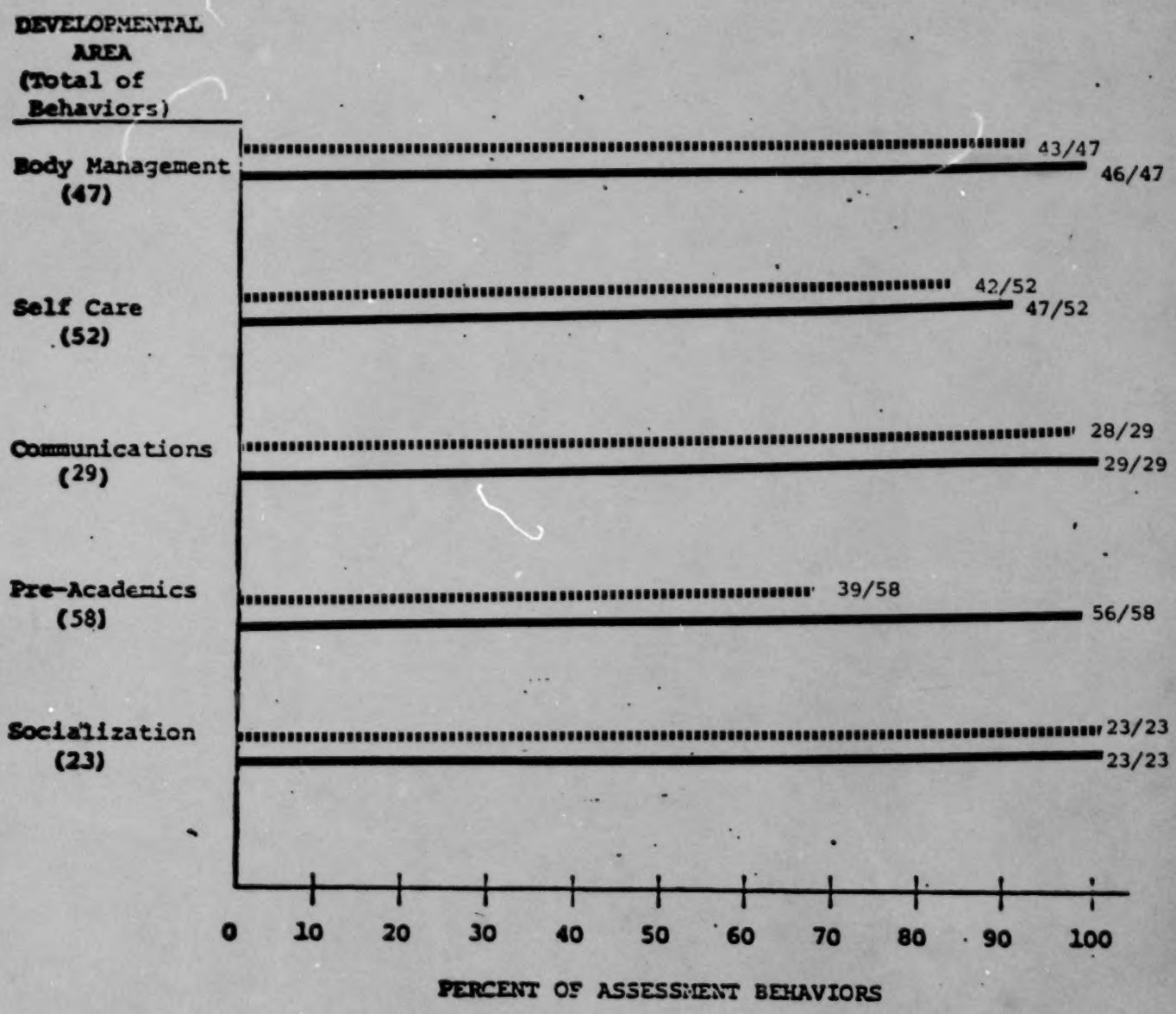


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code L.M.
Date of Birth
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

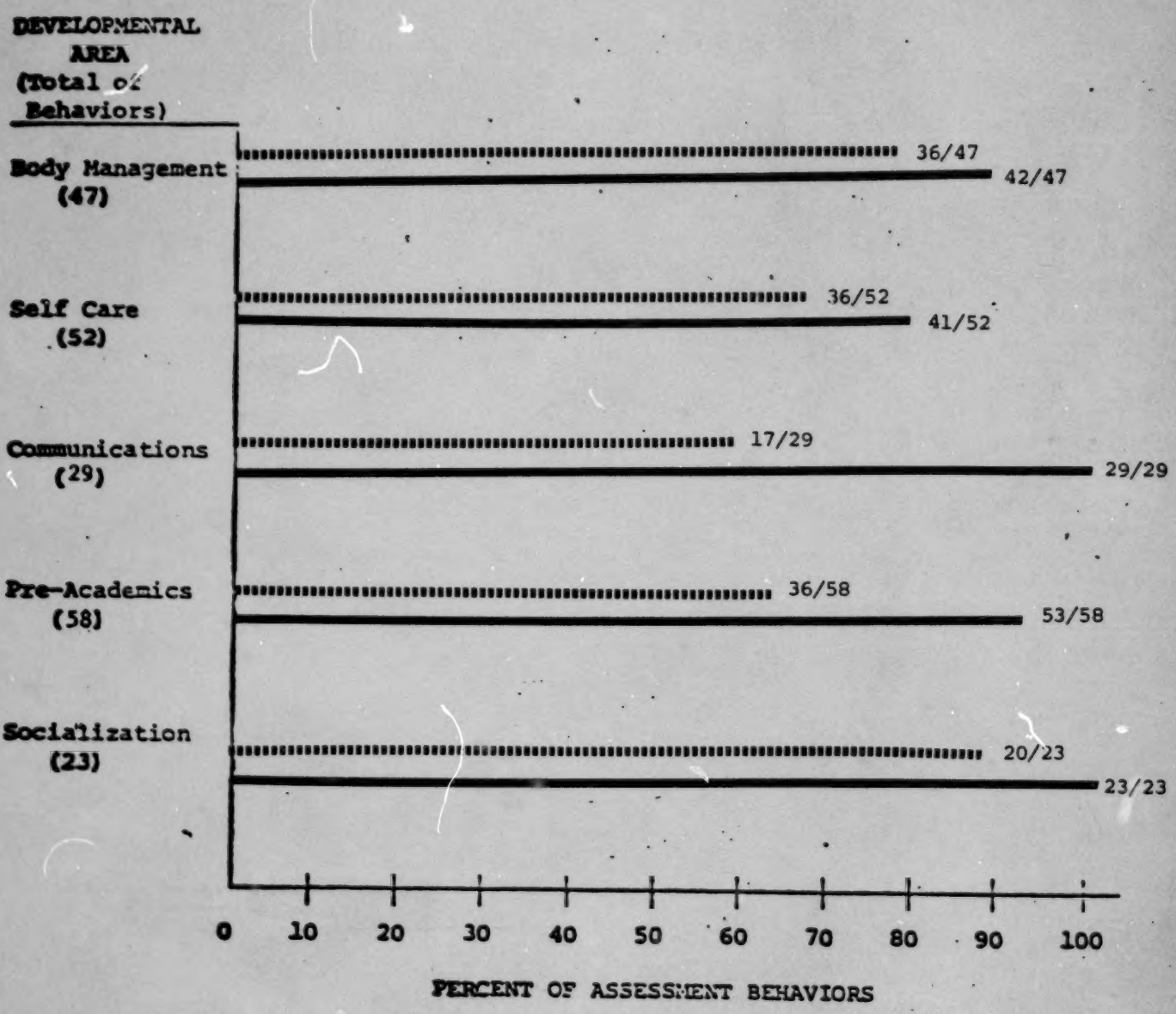


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.D.
Date of Birth 6/24/77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

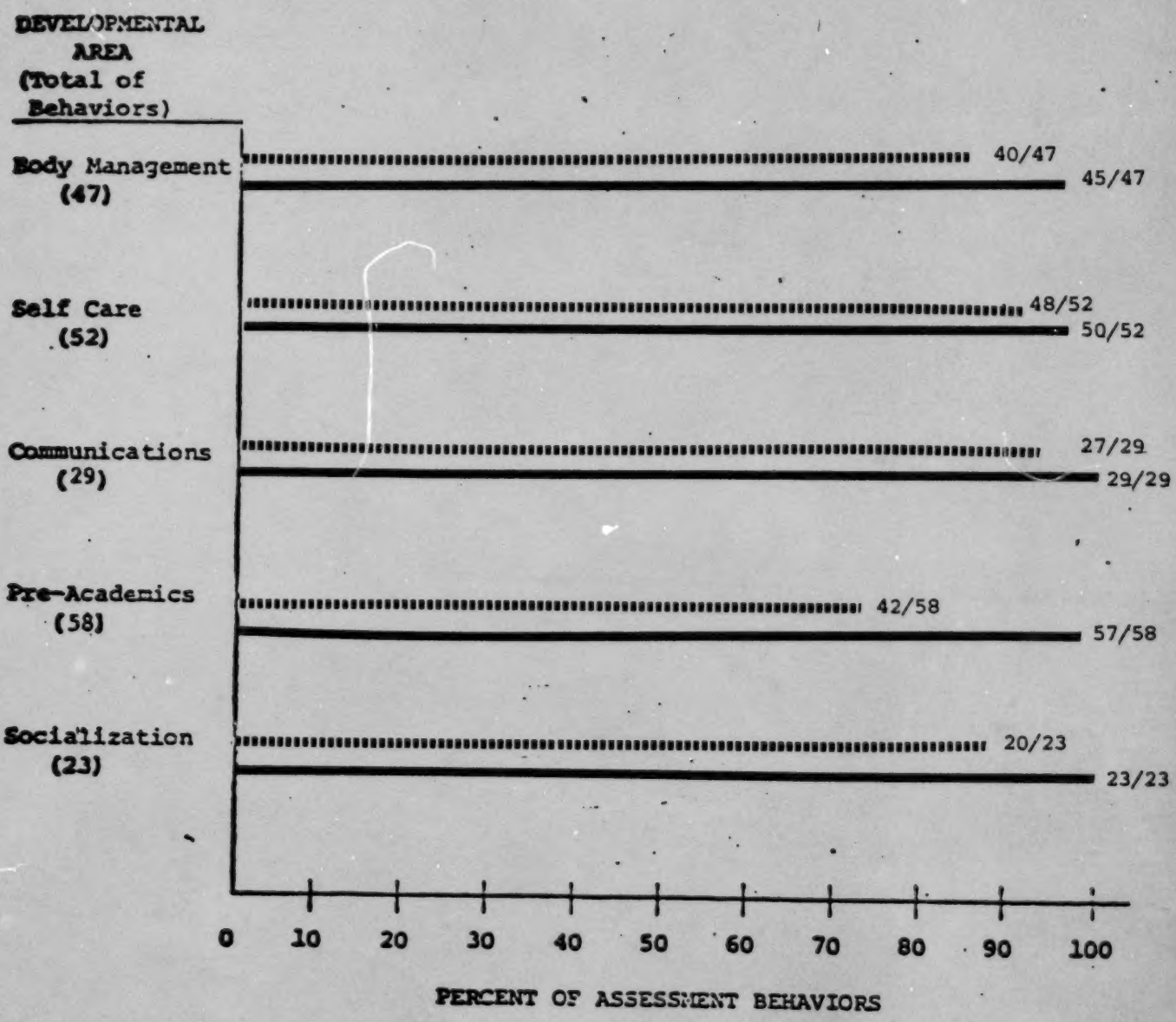


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.C.
Date of Birth 10/29/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

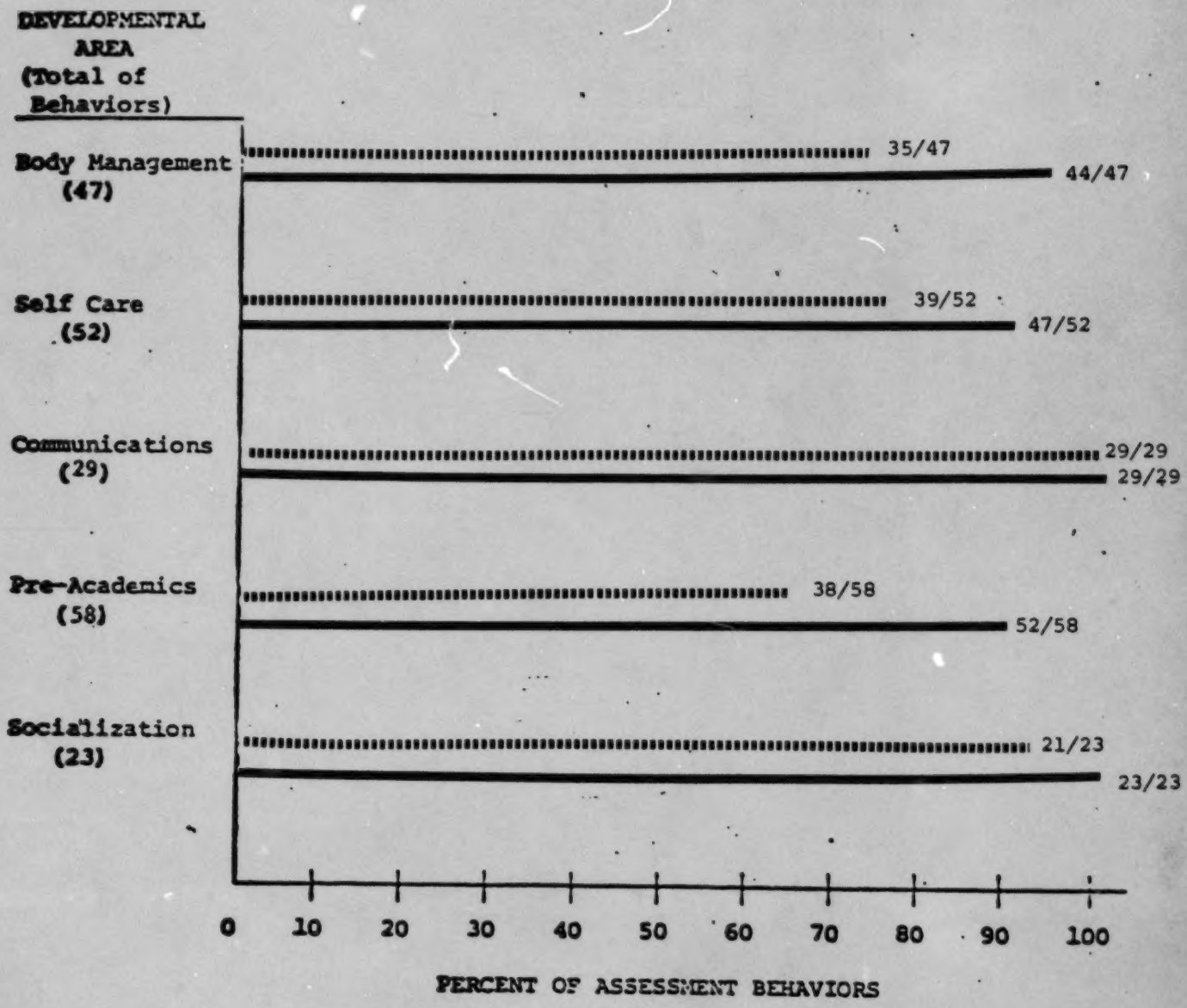


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.D.
Date of Birth 11/14/76
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

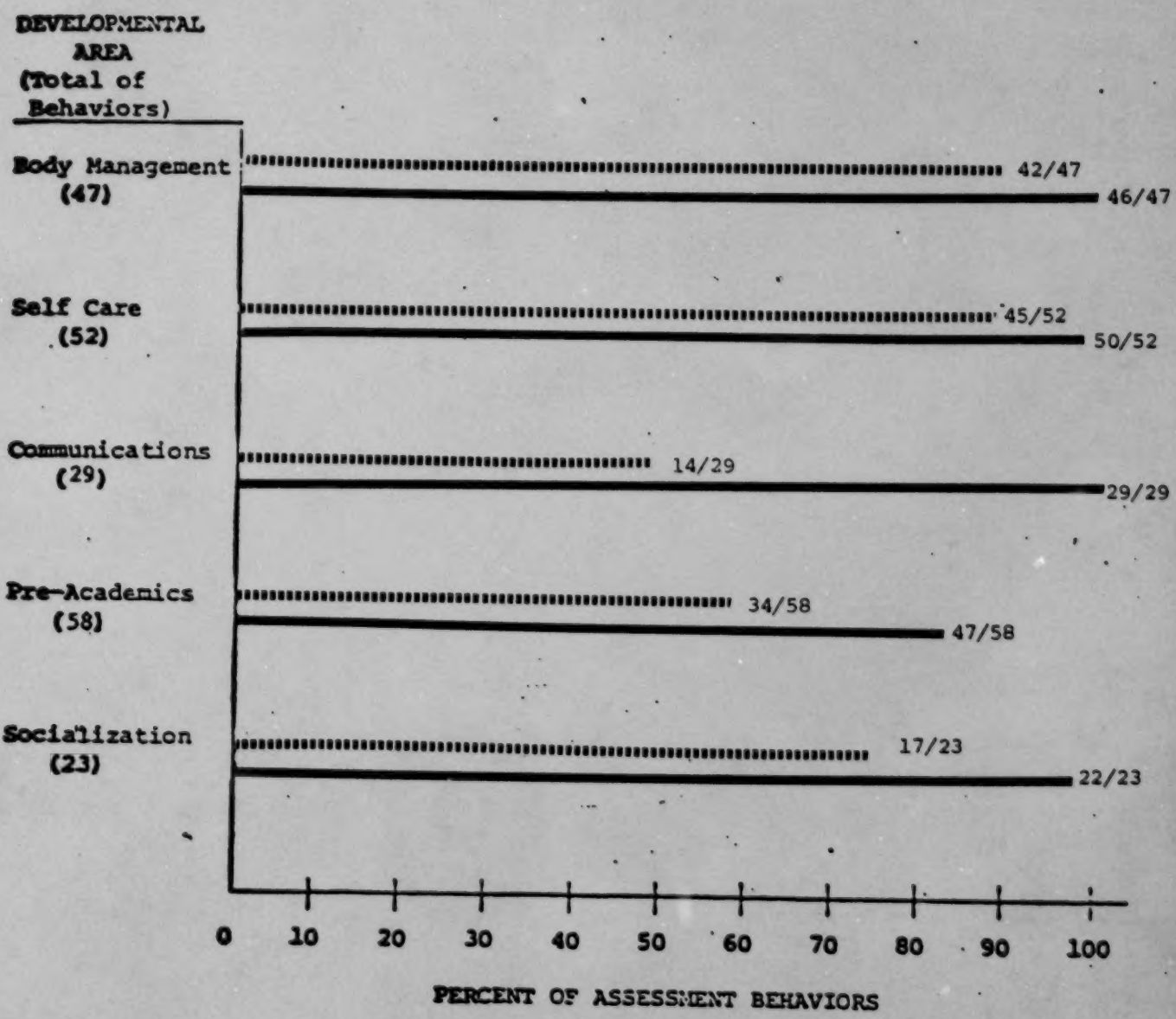


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.H.
Date of Birth 6/13/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

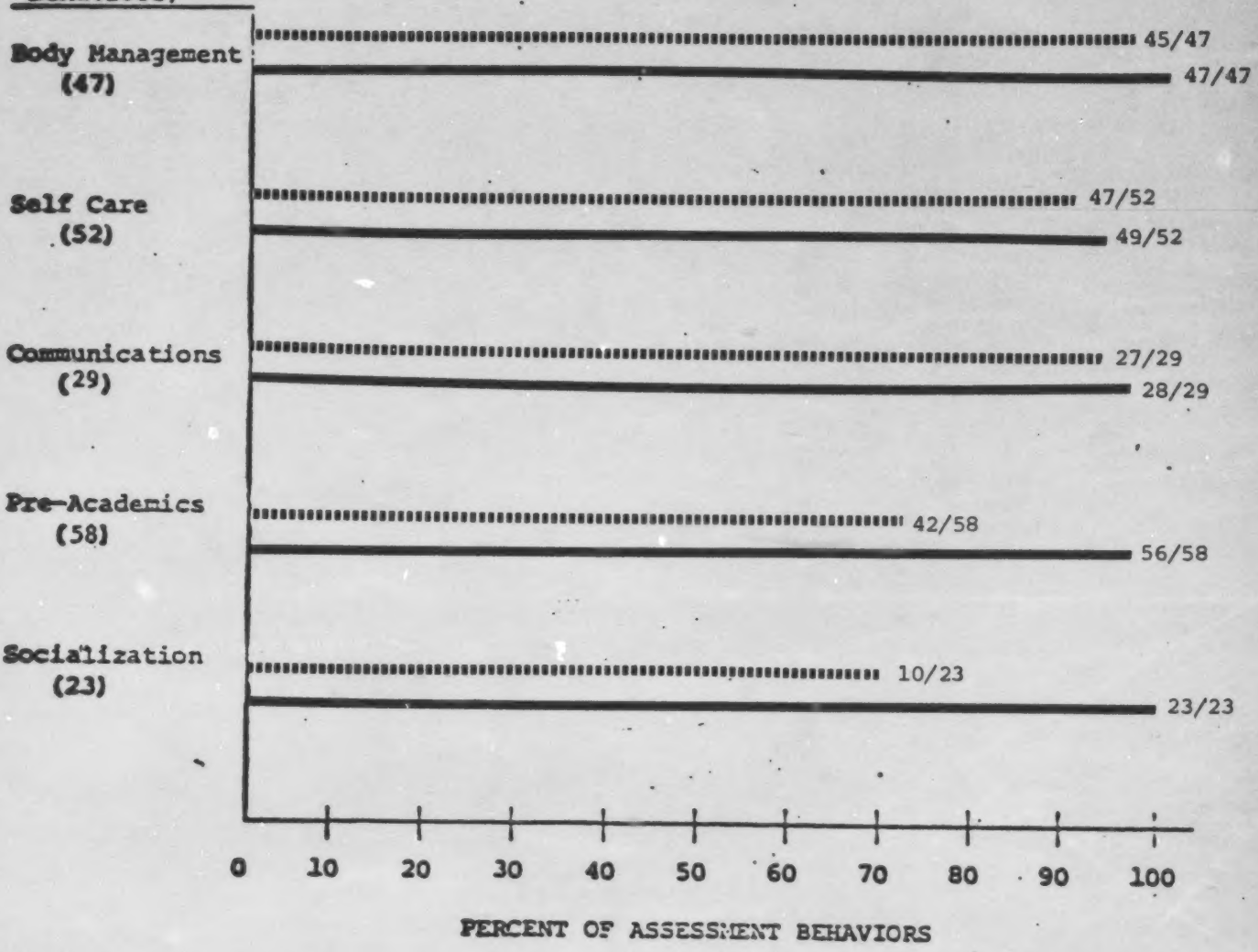


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code C.L.
Date of Birth 12/6/75
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

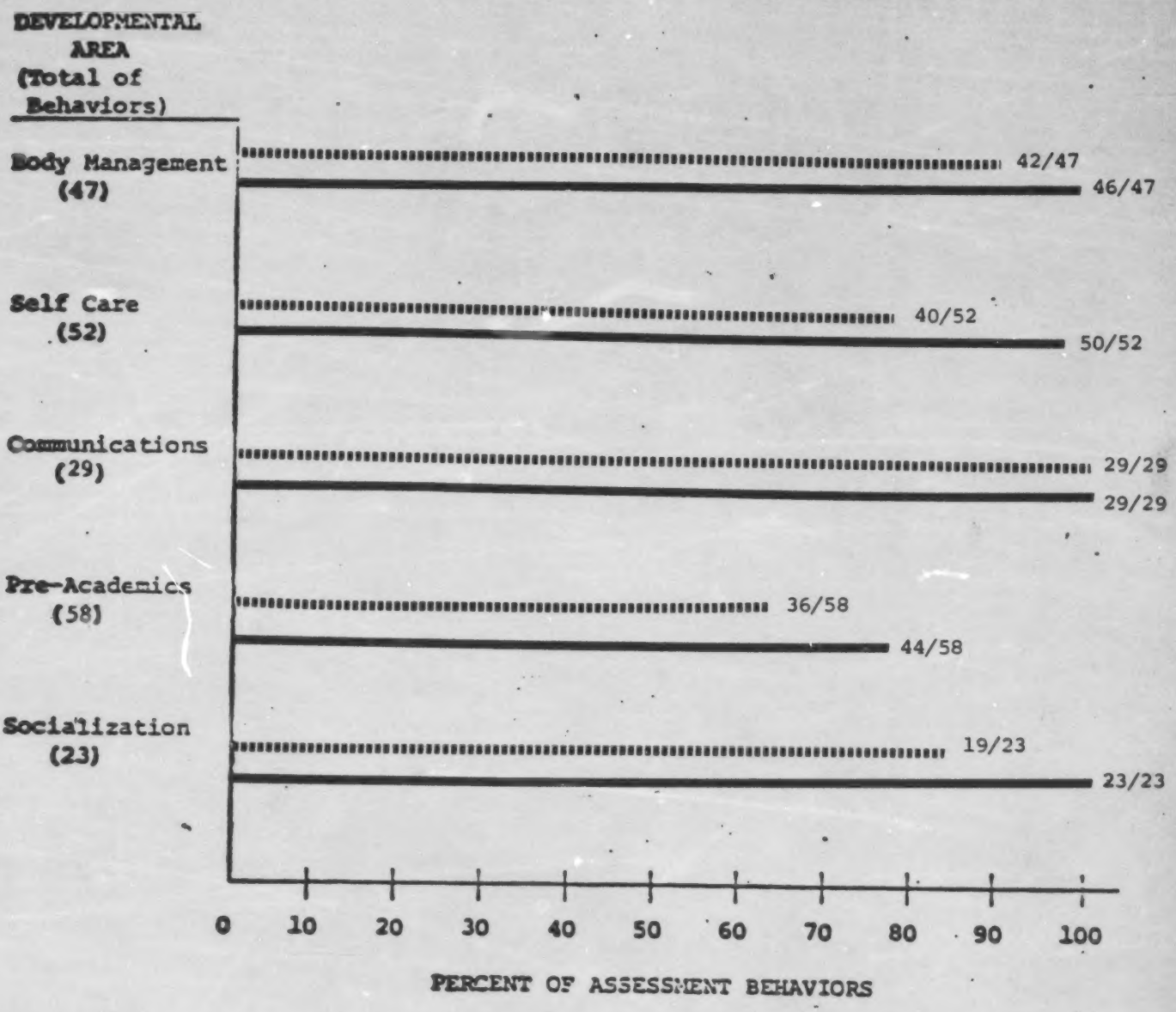


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.L.
Date of Birth 8/13/76
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

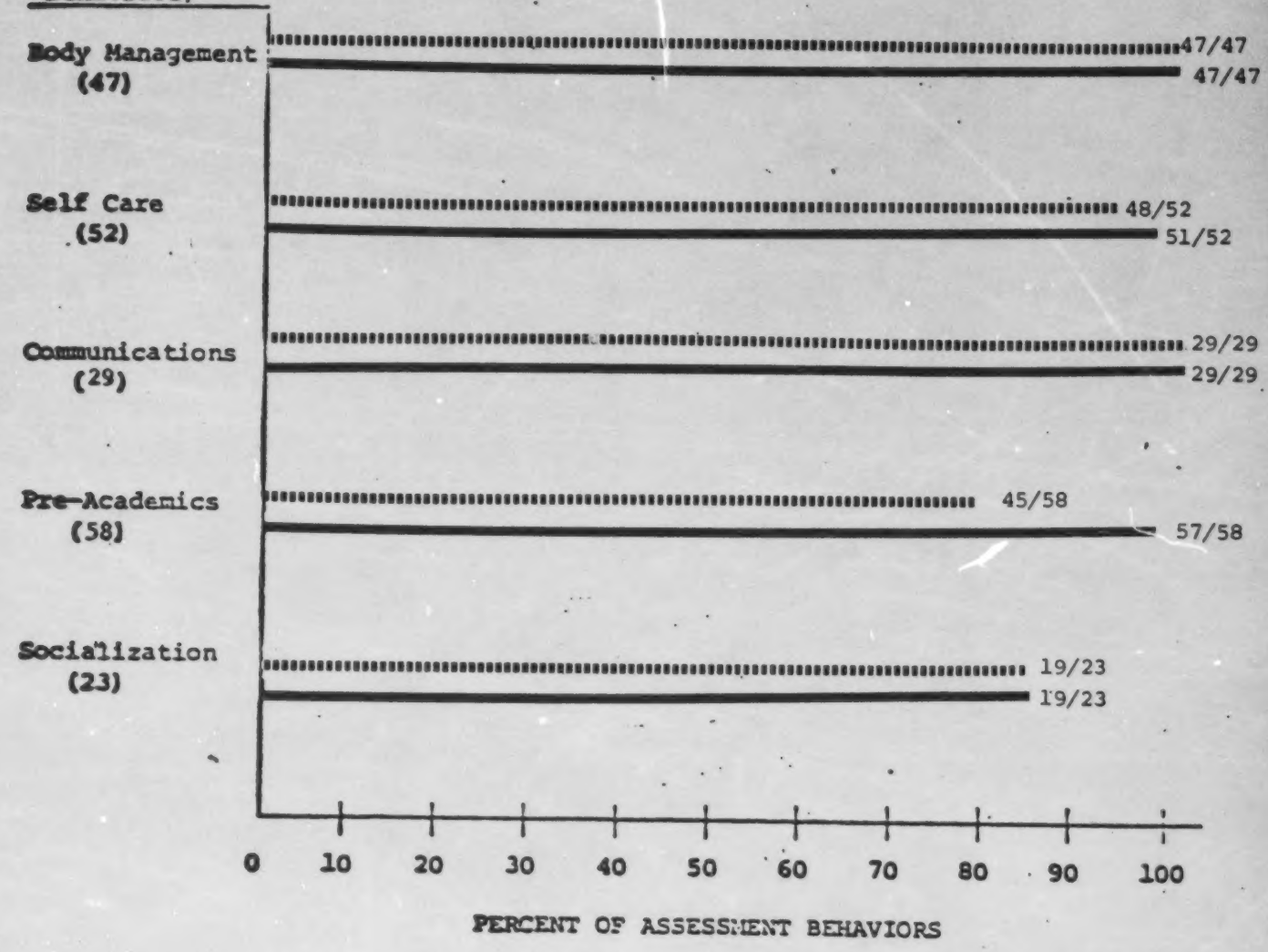


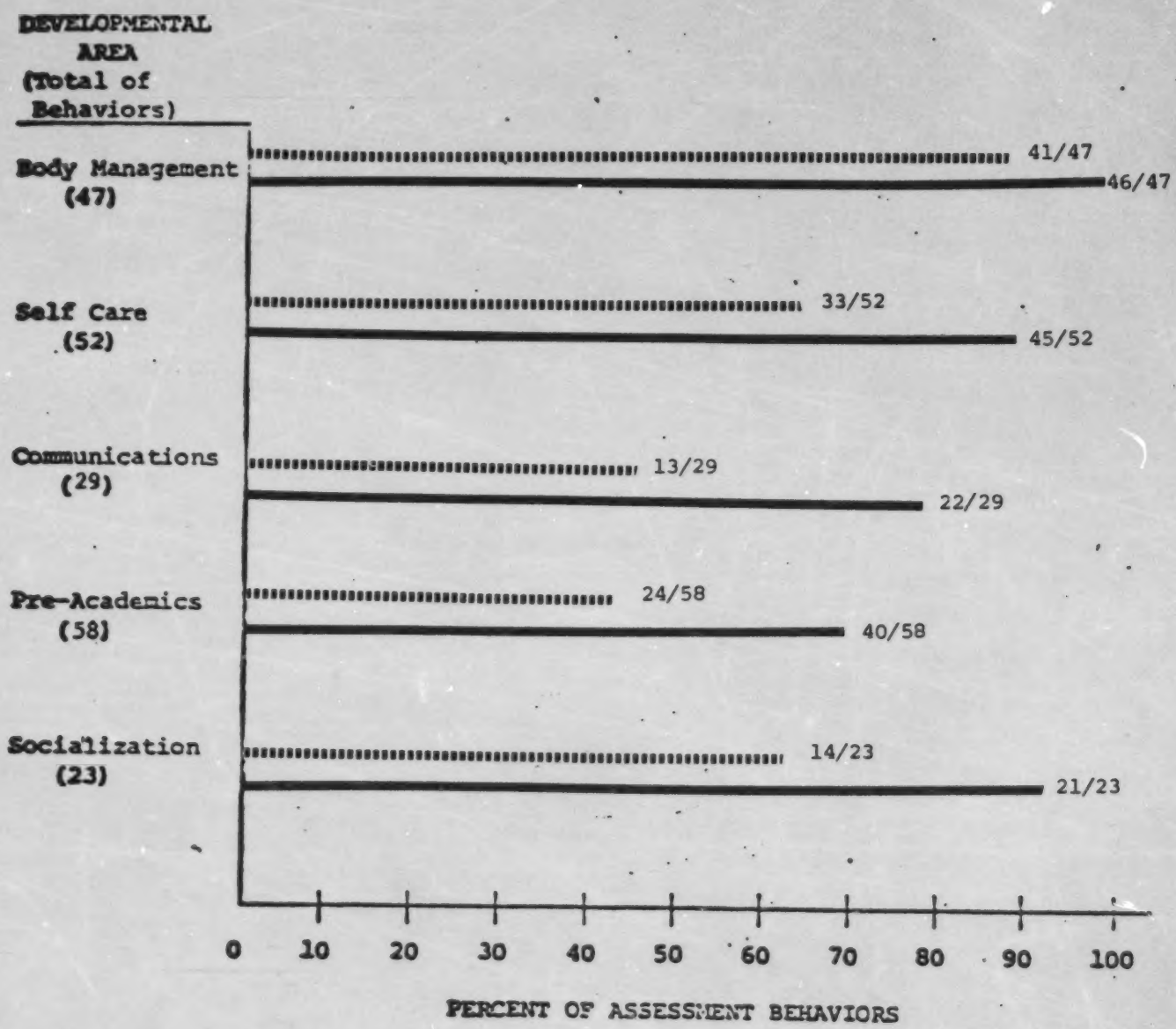
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.G.
Date of Birth 8/3/78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Project Full Potential

Table 1 indicates that 6 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 220 behaviors were gained with individual child gains ranging from 29 behaviors in child A-4 to 46 behaviors in child A-5. Of the 200 behaviors gained, the largest number, 63, was in the area of Pre-Academics, with major emphasis placed on Communication, 51 behaviors gained, and Self-Care, 54 behaviors gained. Fewest gains were made in the area of Body Management with only 23 behaviors gained.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 40% of the behaviors assessed, with a range of up to 82% of the behaviors assessed. At final testing percentage of ABACUS behaviors mastered ranged from 55% to 95%.

Table III, with progress delineated for each child, is useful in discussing each child's individual programs with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization.

In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, A-3 completed 98% of the behaviors in Socialization gaining 4 new behaviors. In Communication, A-3 moved from 42% mastery at pre-test to 75% mastery at post-test.

Project Full Potential

Richmond, California

Alan Sigel

81-82

CHILD EDCP CODE	MONTHS IN PFC	DEVELOPMENTAL AREAS: BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
A-1	7	1	7	9	10	3	30
A-2	7	1	7	9	10	3	30
A-3	6	5	12	10	13	4	44
A-4	7	0	4	8	13	4	29
A-5	7	11	12	6	9	8	46
A-6	7	5	12	9	8	7	41
TOTAL BEHAVIORS GAINED		23	54	51	63	29	220

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

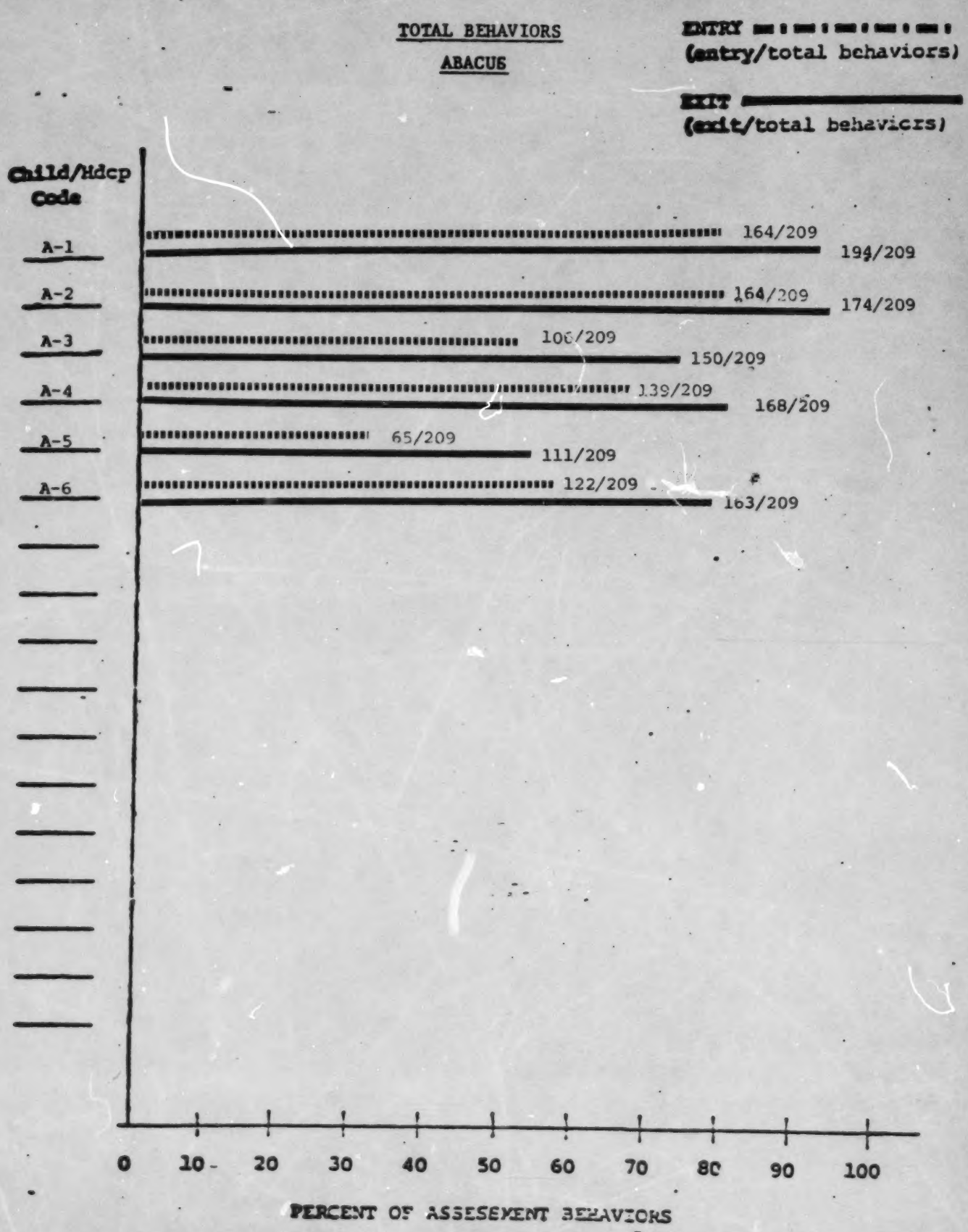


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-1
Date of Birth 7/12/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

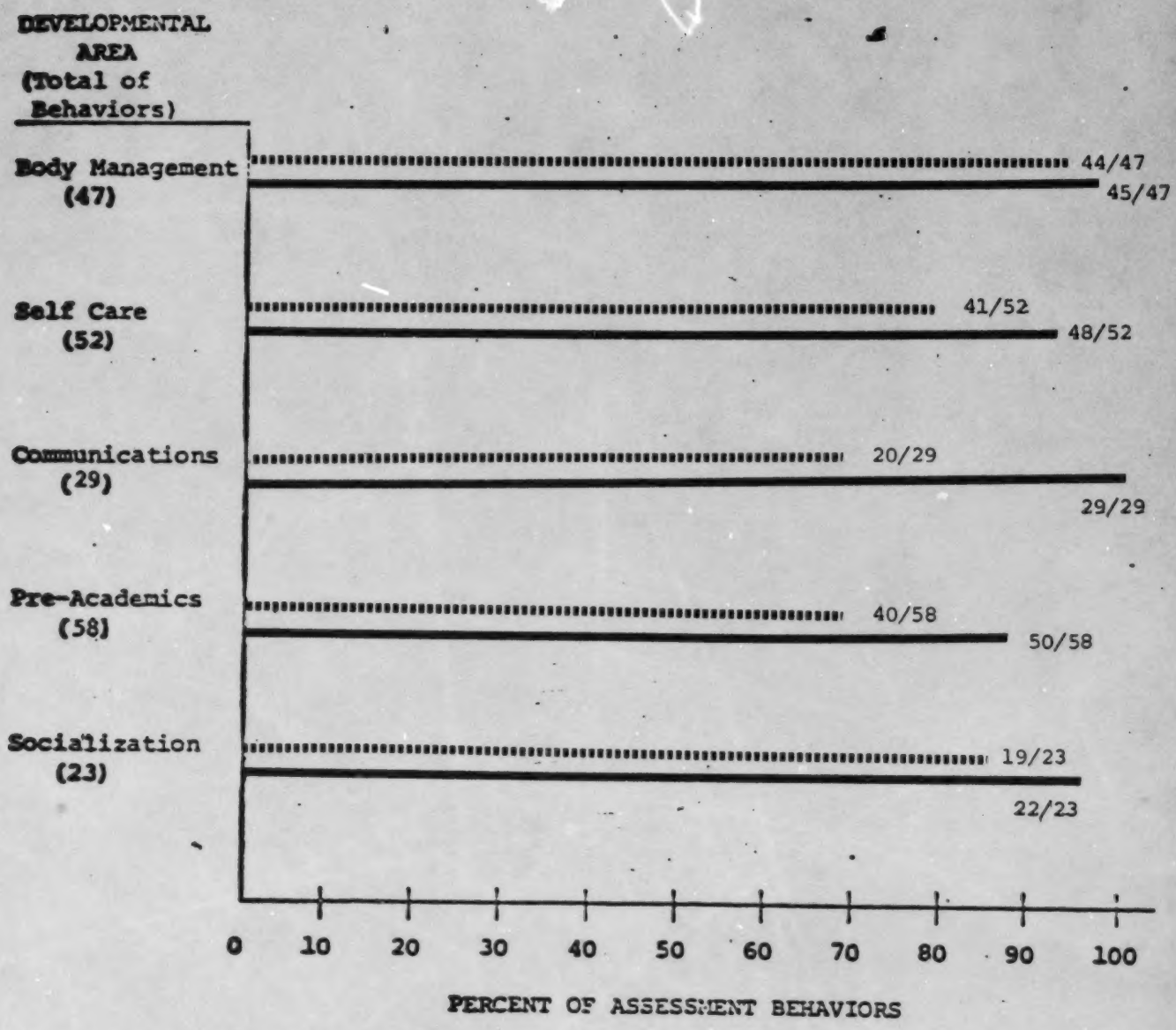


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-2
Date of Birth 7/12/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

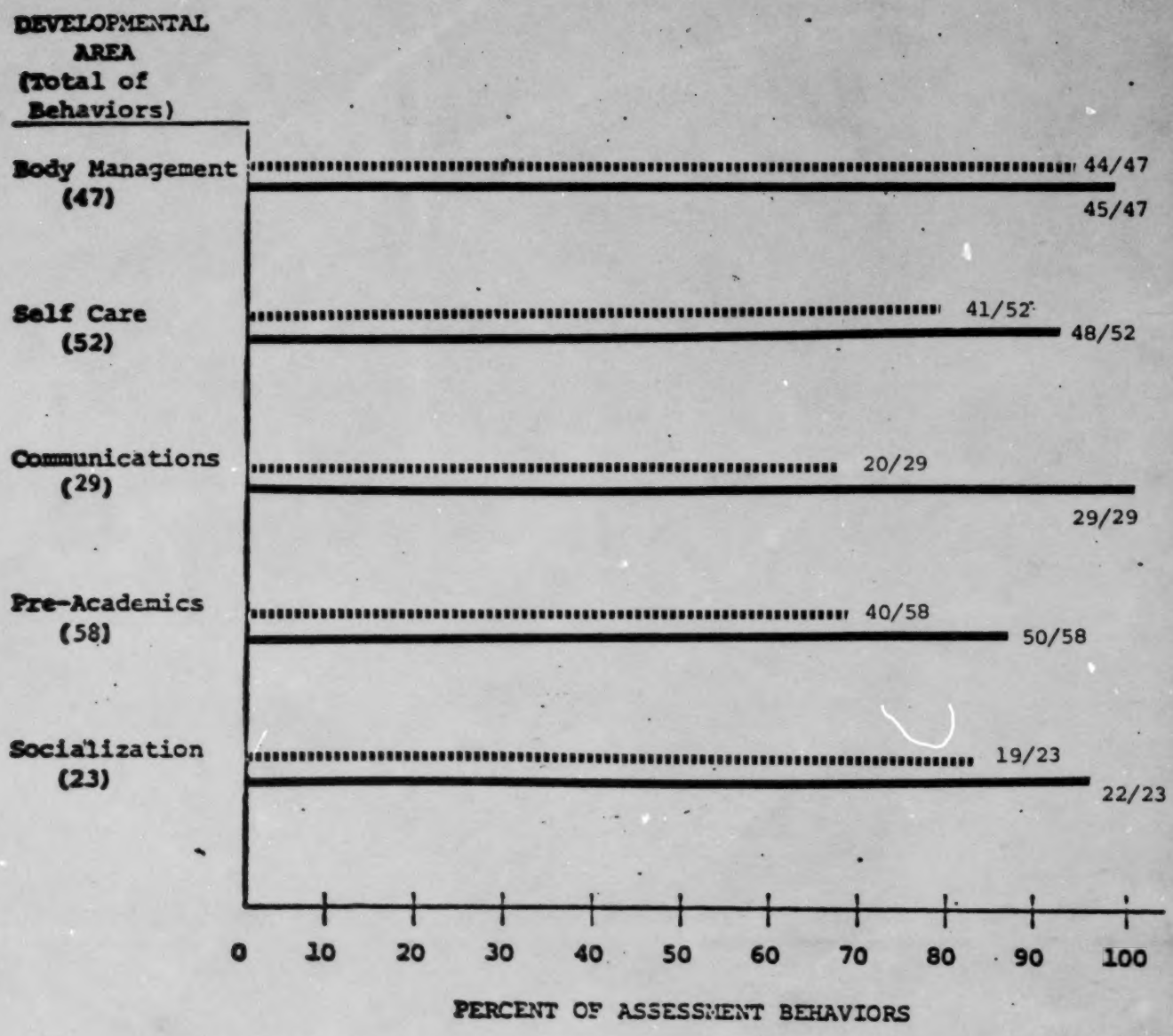


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-3
Date of Birth 11/12/77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

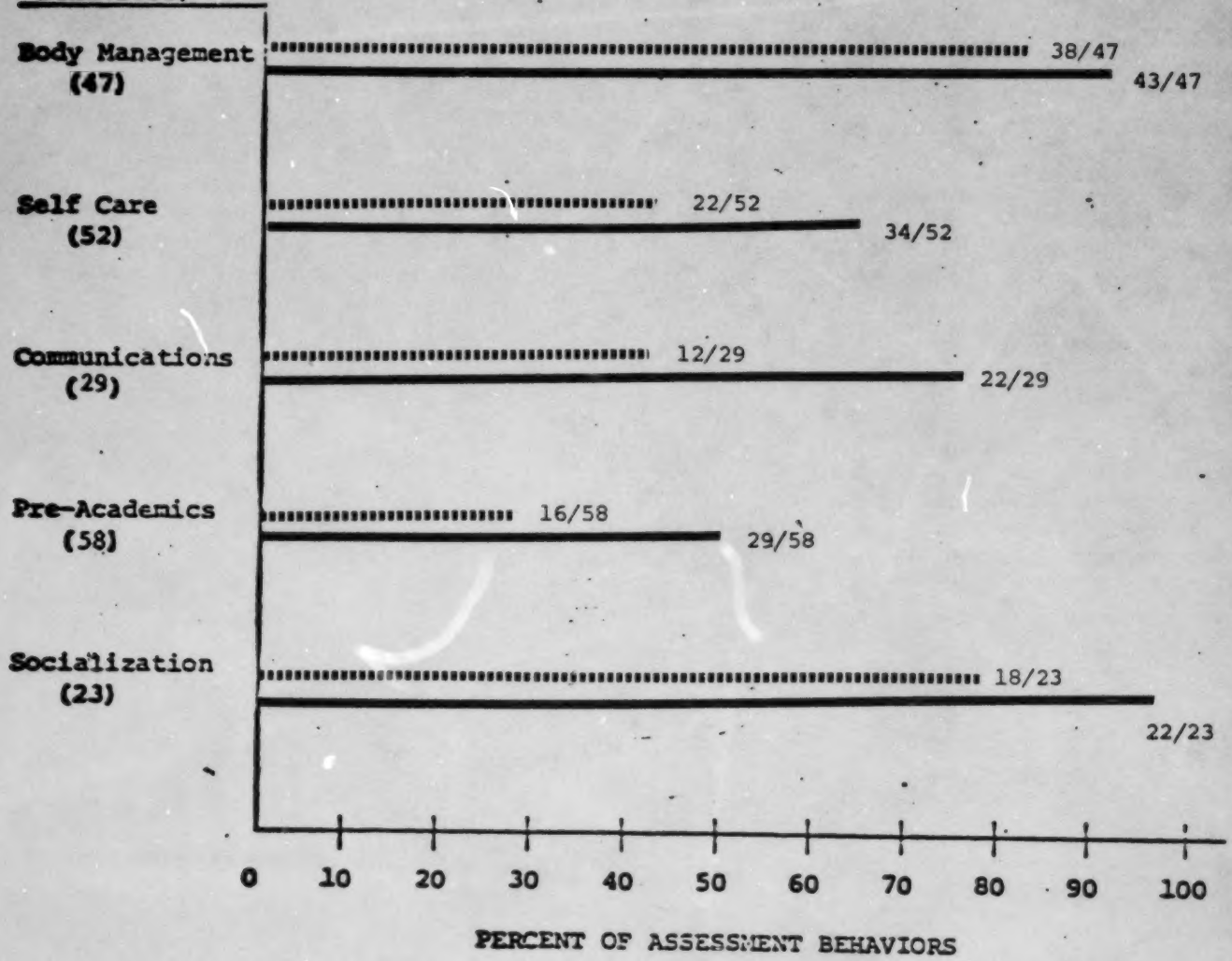


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-4
Date of Birth 2/25/77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

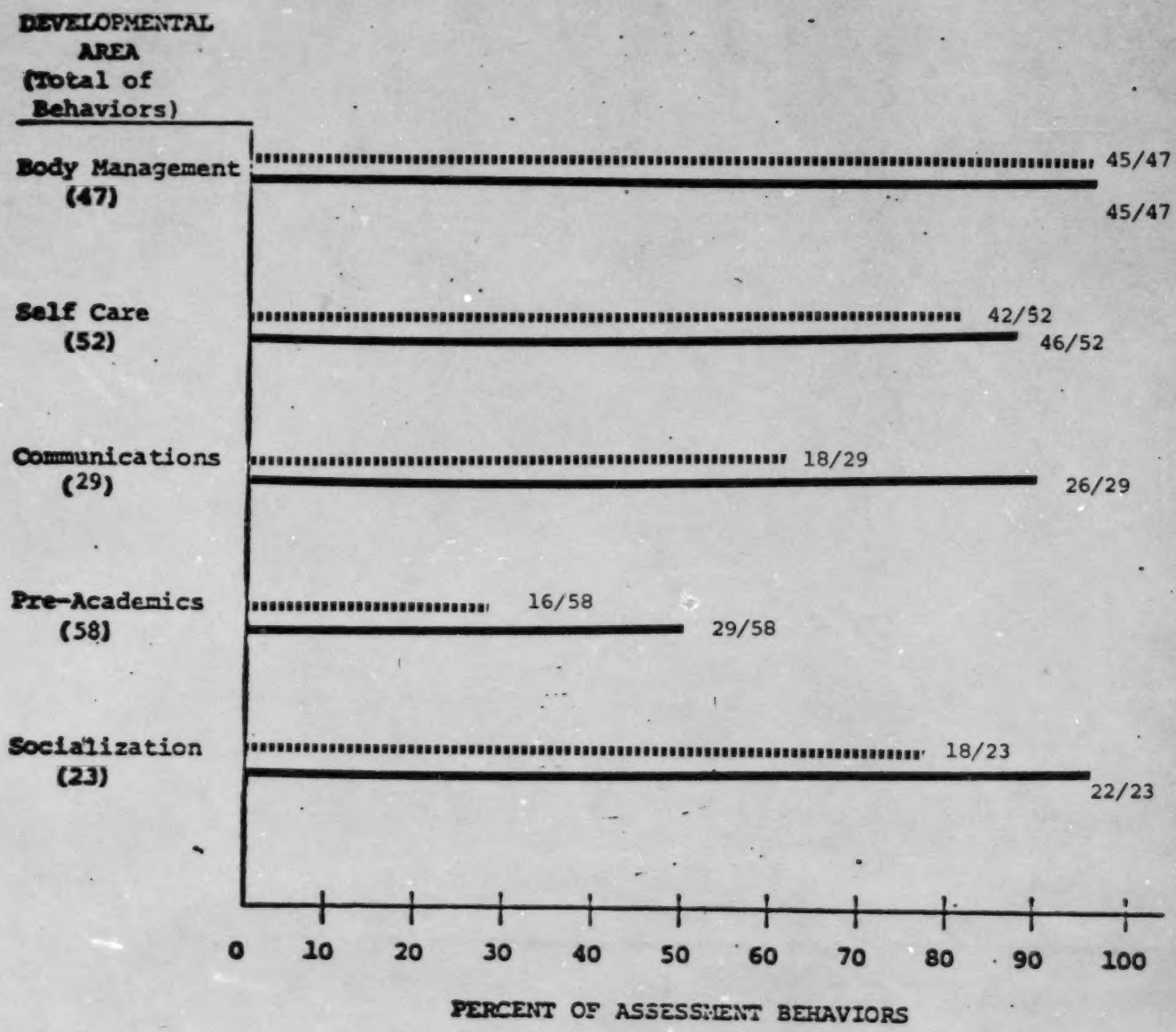


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-5
Date of Birth 5/24/78
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

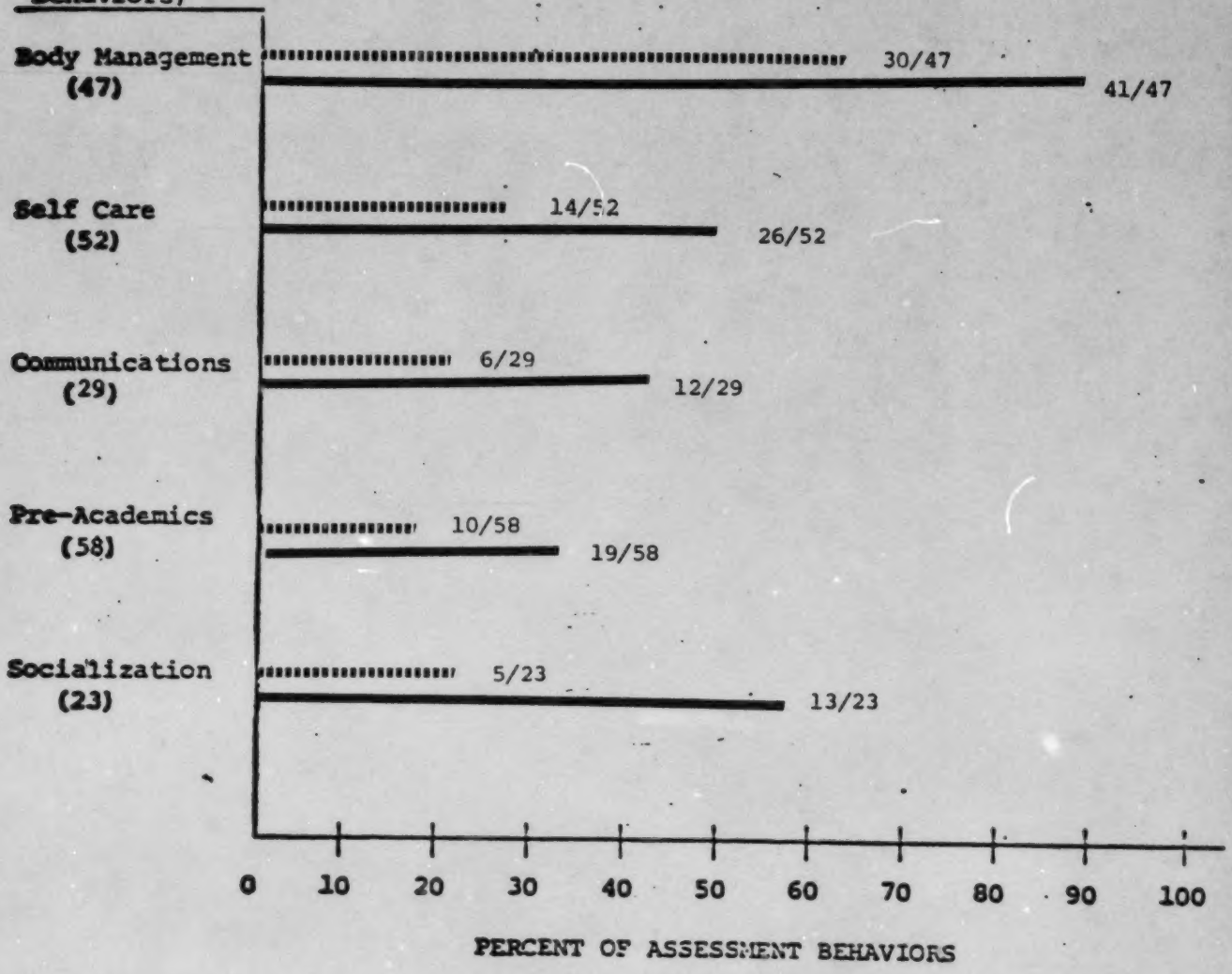


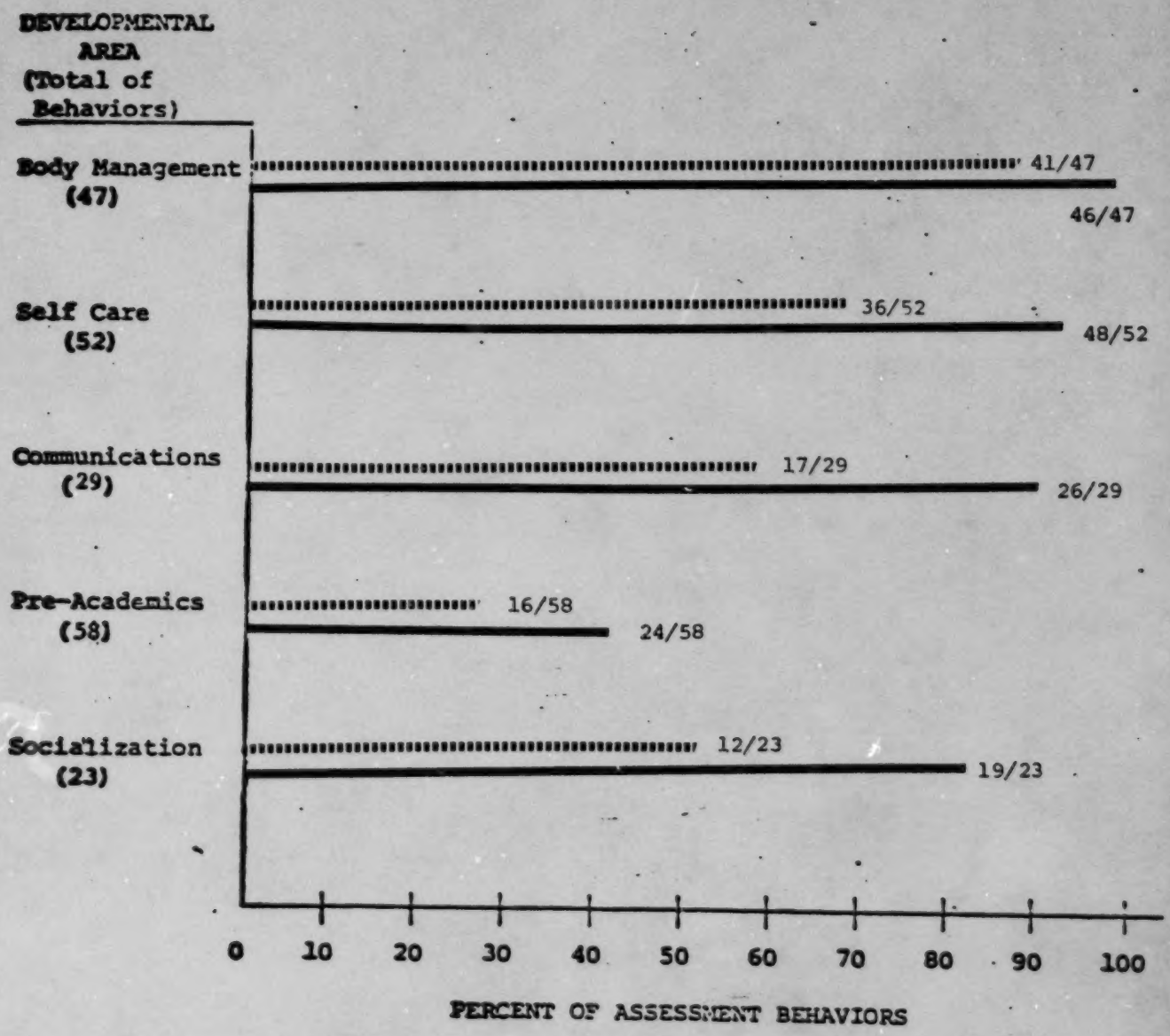
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A-6
Date of Birth 9/17/78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Navasota, Texas

Table 1 indicates that 11 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 494 behaviors were gained with individual child gains ranging from 88 behaviors in child DR, to 27 behaviors in child JA, SK and NG. Of the 494 behaviors gained, the largest number, 202, was in the area of Pre-Academics with less emphasis placed on Body Management, Self-Care, Communication, and Socialization.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 28% of the behaviors assessed, with a range up to 75% of the behaviors assessed.

Table III, with progress delineated for each child, is useful in discussing each child's individual progress with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For

example, JA completed 95% of the behaviors in Socialization gaining only one new behavior because he was so near to ceiling in this area. However, in Body Management JA moved from 65% mastery at pre-test to 75% mastery at post-test.

Table 1
Navasota Elem. School

Navasota, Texas

Jackie Baker
81-82

CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
J.A.	7	10	1	8	7	1	27
T.W.	7	12	16	9	32	8	77
K.R.	7	4	7	14	26	6	57
D.R.	7	12	26	17	23	10	88
K.O.	7	9	8	1	16	0	34
J.M.	7	5	7	8	22	4	46
S.K.	7	1	6	5	13	2	27
N.G.	7	2	5	0	17	3	27
S.D.	7	1	4	0	16	7	28
K.C.	7	11	4	1	21	0	37
M.B.	7	7	9	9	9	12	46
TOTAL BEHAVIORS GAINED		74	93	72	202	53	494

Table 2

Navasota, Texas

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

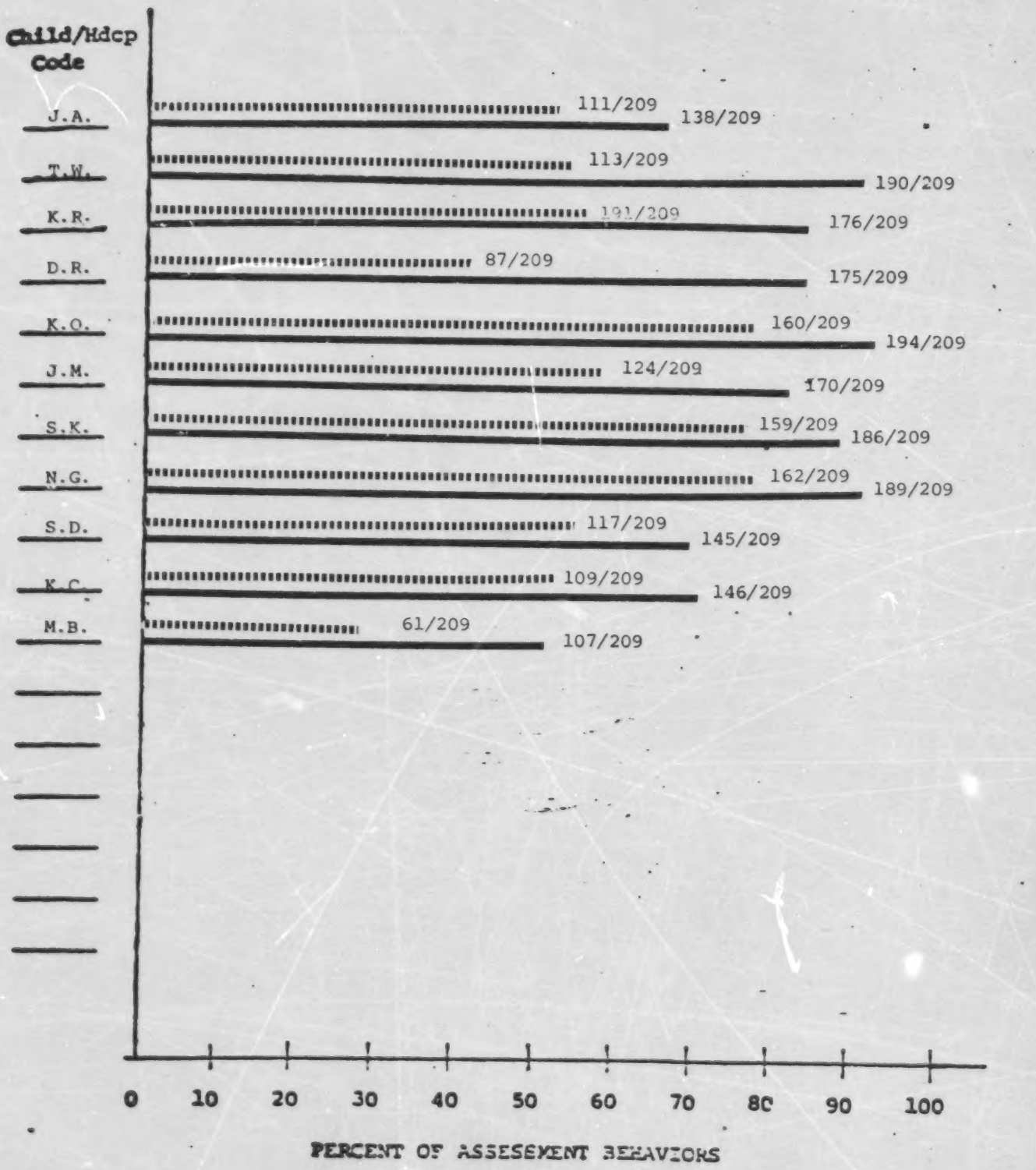


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.A.
Date of Birth 1-14-76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

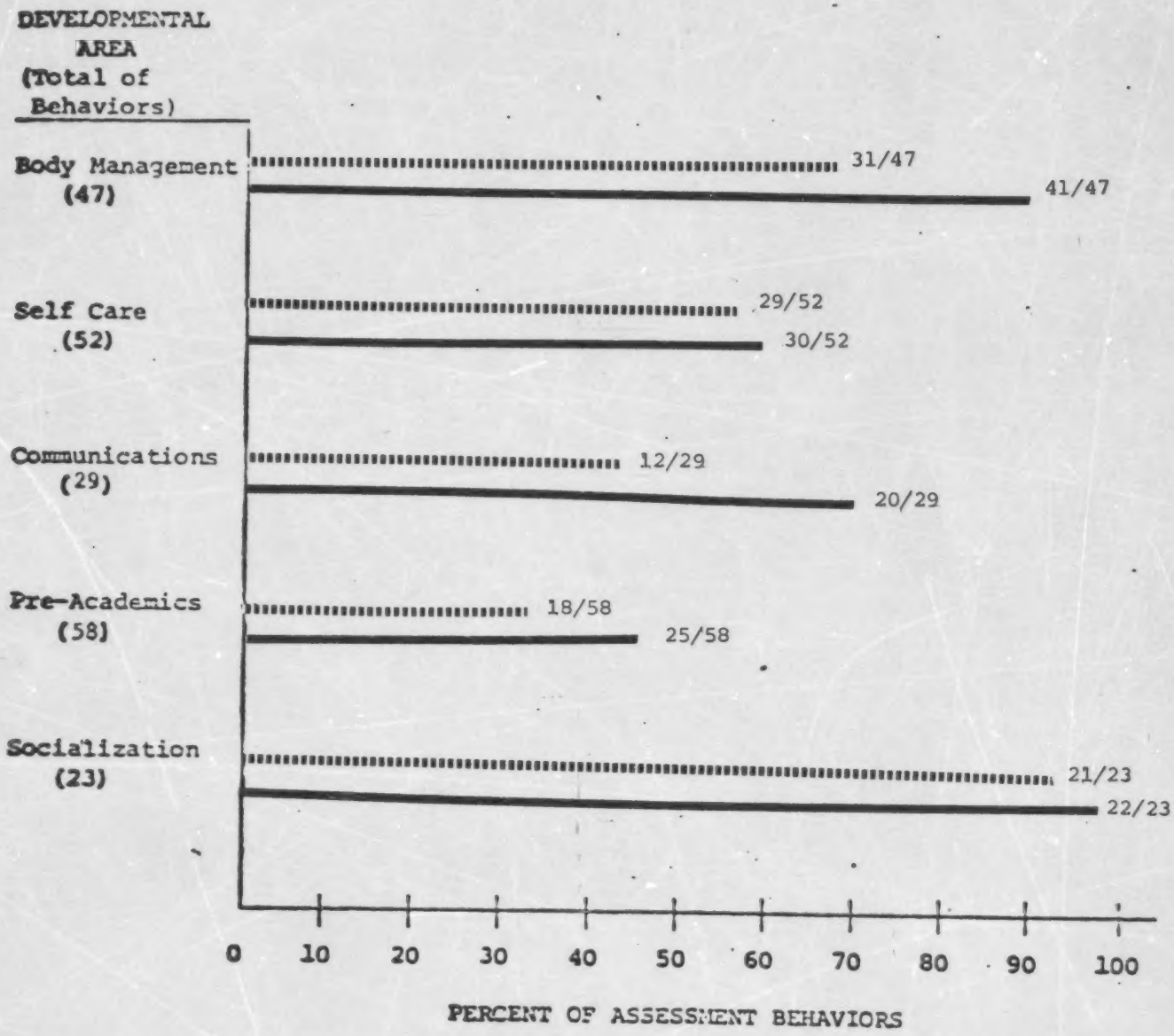


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code T.W.
Date of Birth 12-10-77
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

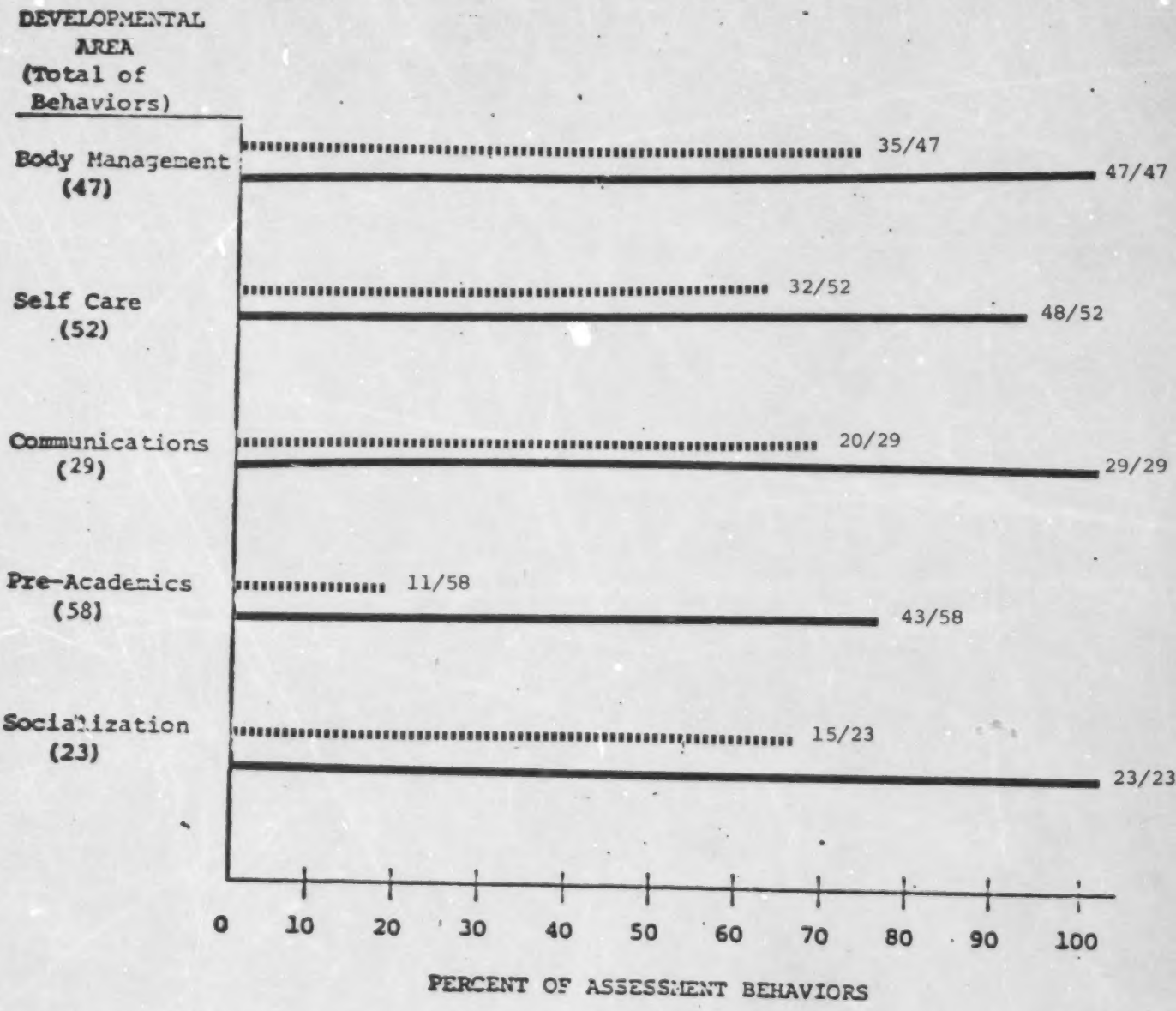


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K.R.
Date of Birth 10-4-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

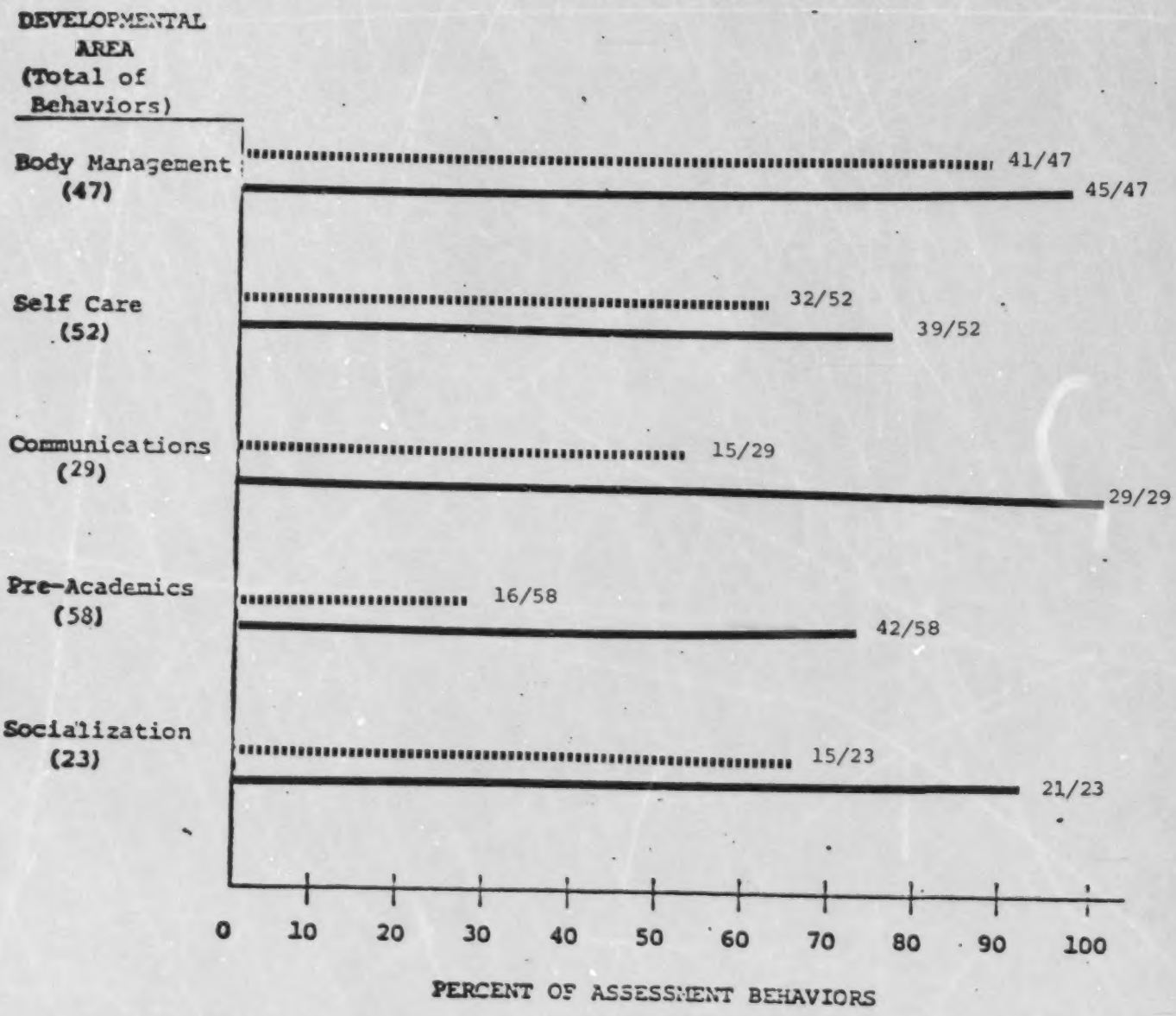


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.R.
Date of Birth 2-19-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

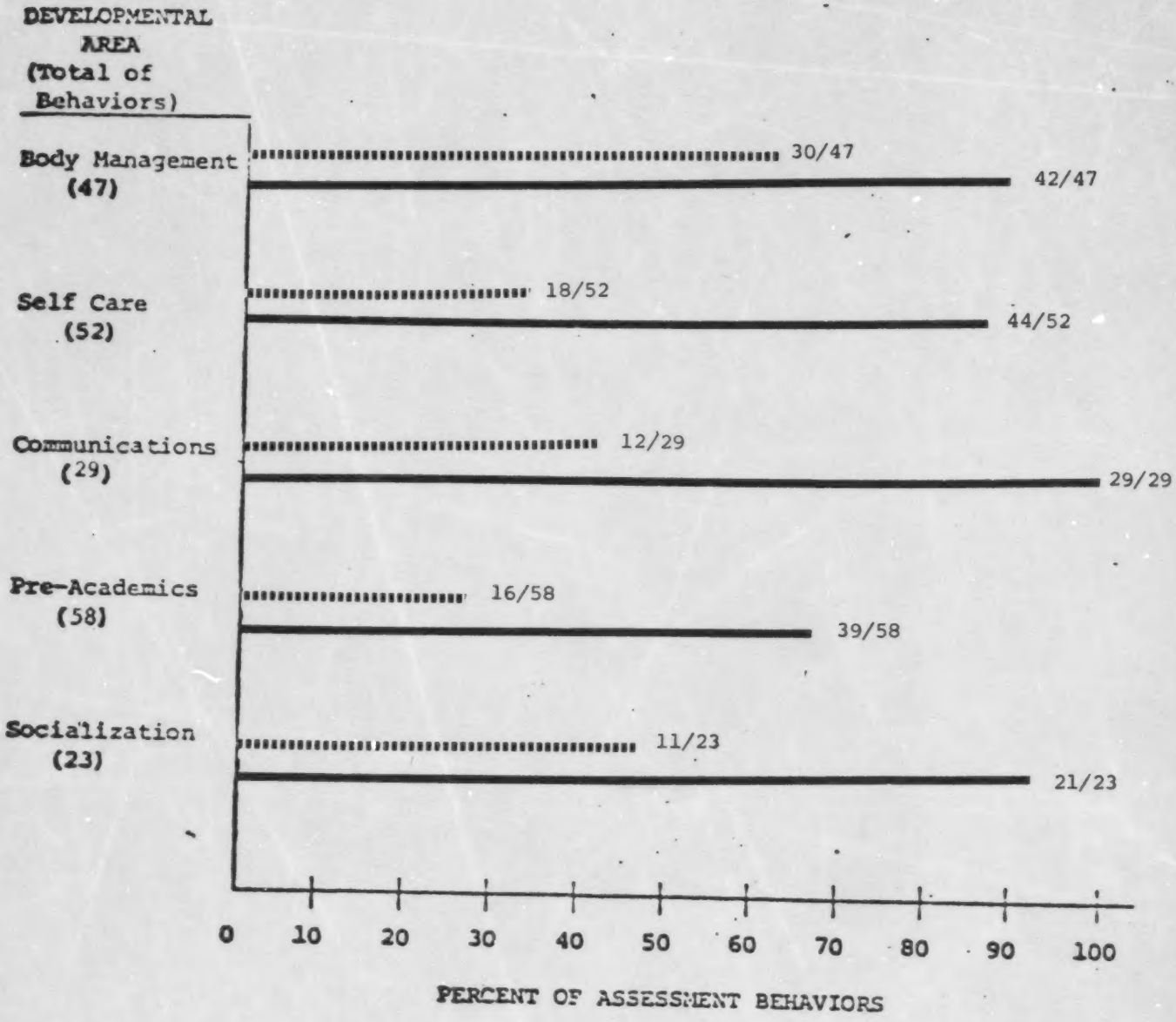


Table 3.0
Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K.O.
Date of Birth 1-7-77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

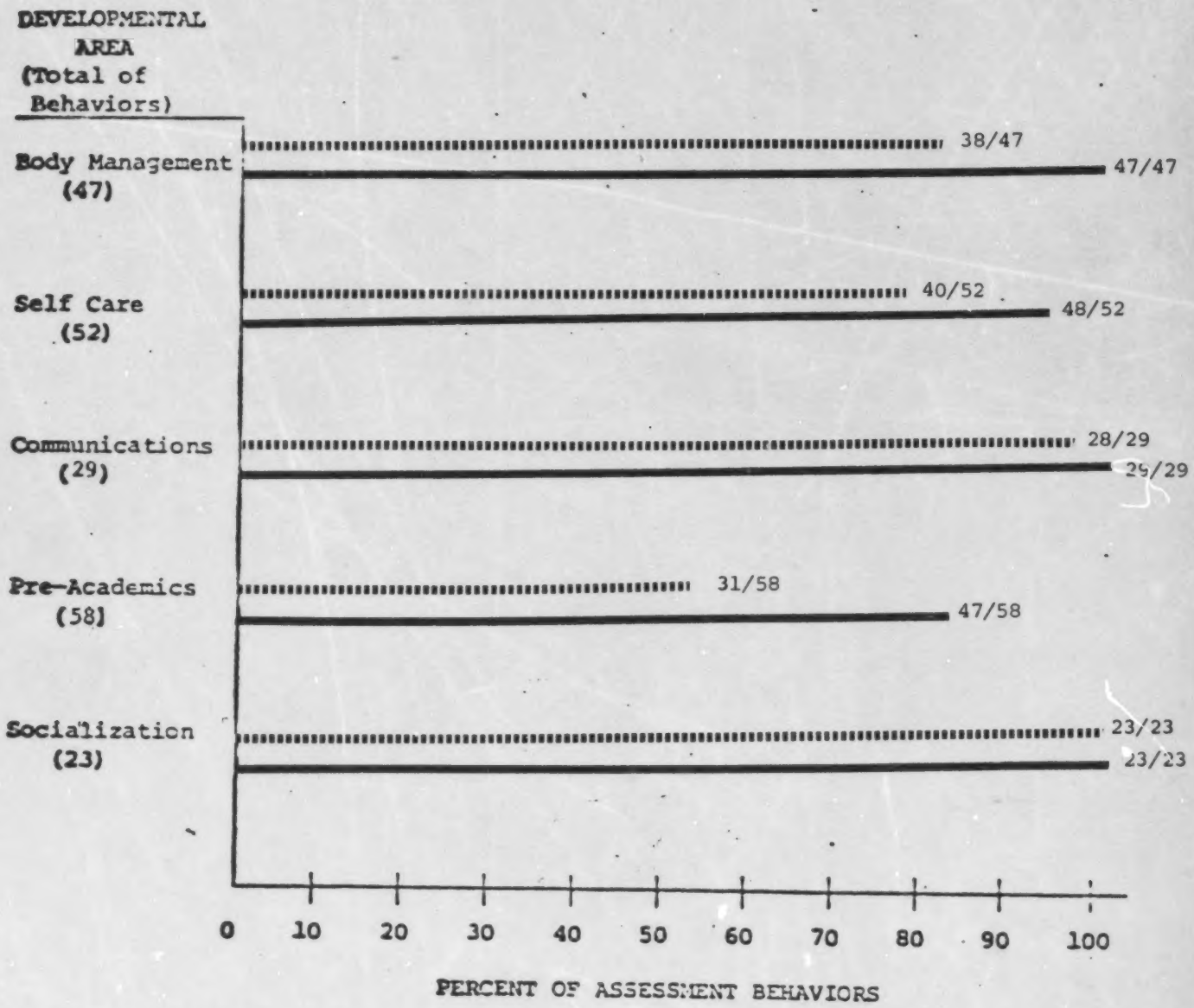


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.M.
Date of Birth _____
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

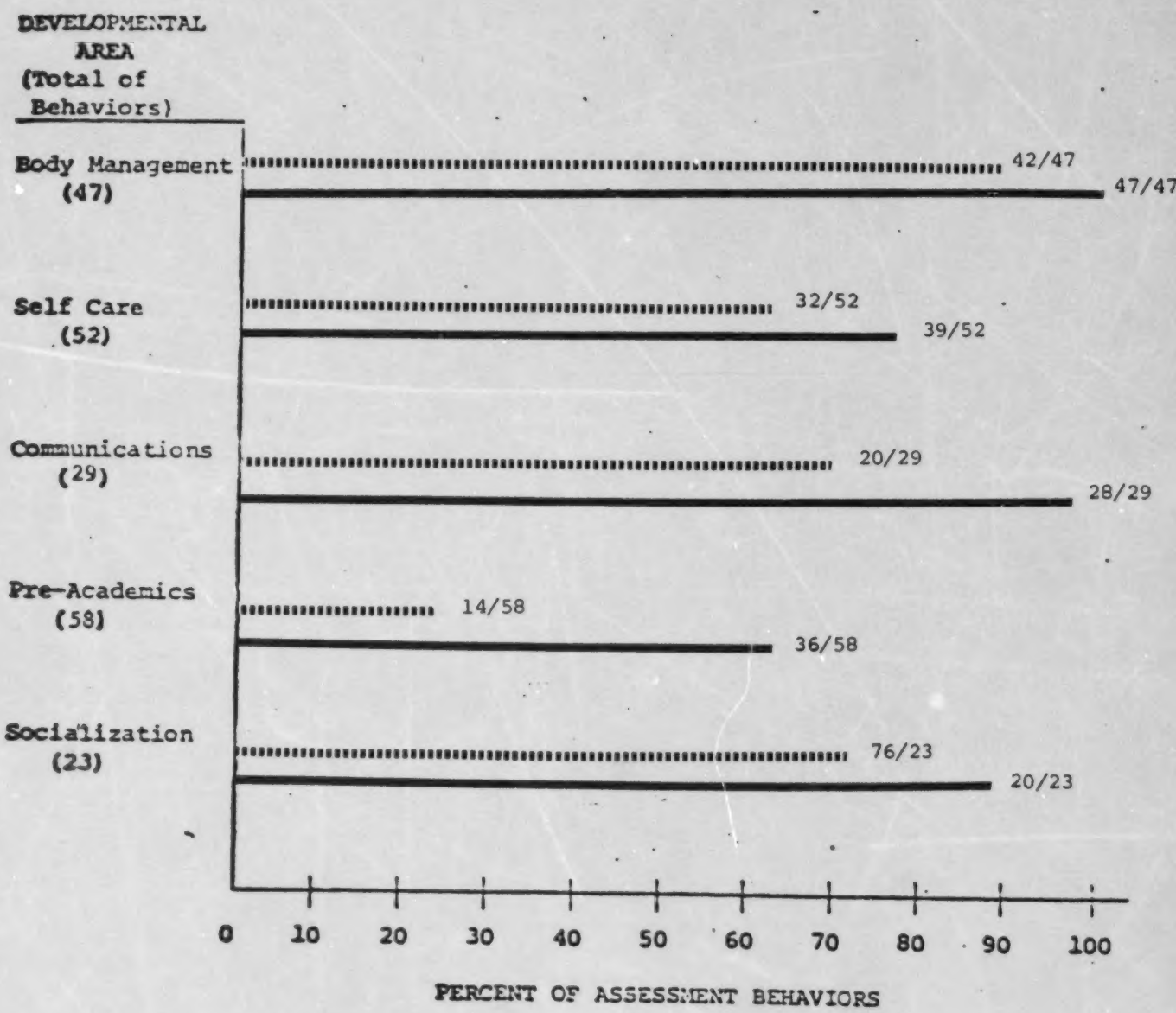


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.K.
Date of Birth 9-14-74
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

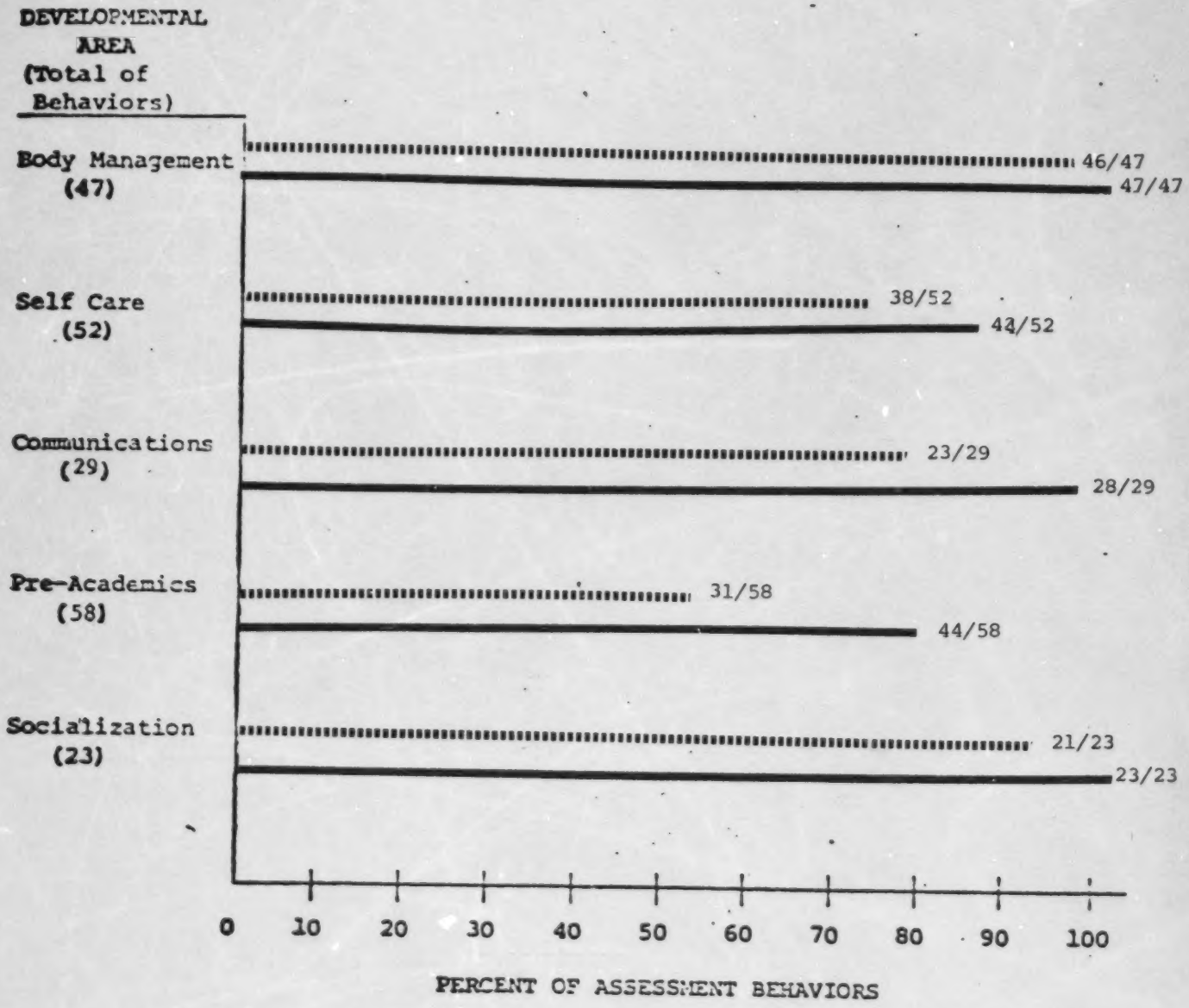


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code N.G.
Date of Birth 8-9-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

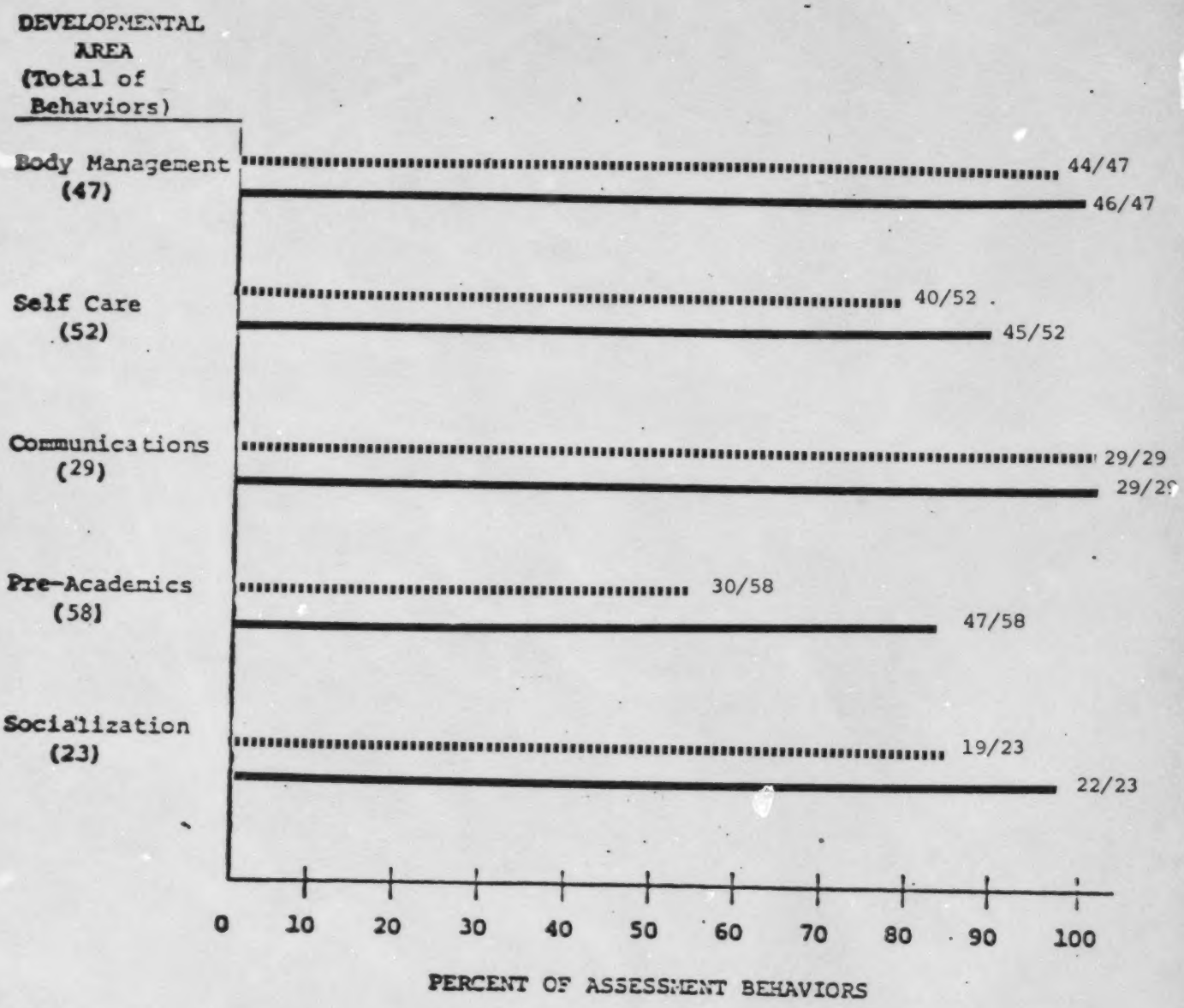


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.D.
Date of Birth 4-24-78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

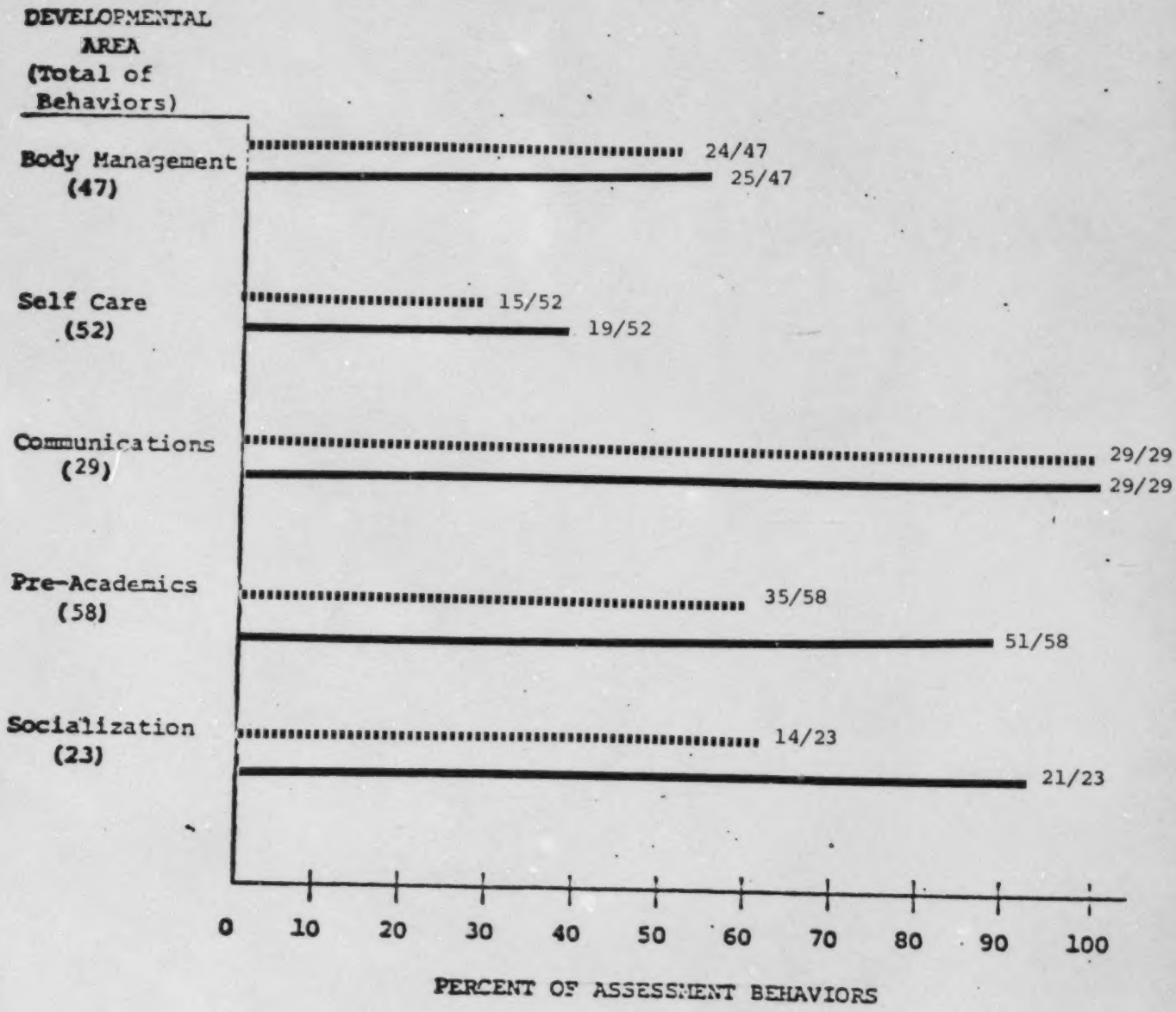


Table 3.0

Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code K.C.
Date of Birth 12-2-75
Handicapped Code

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

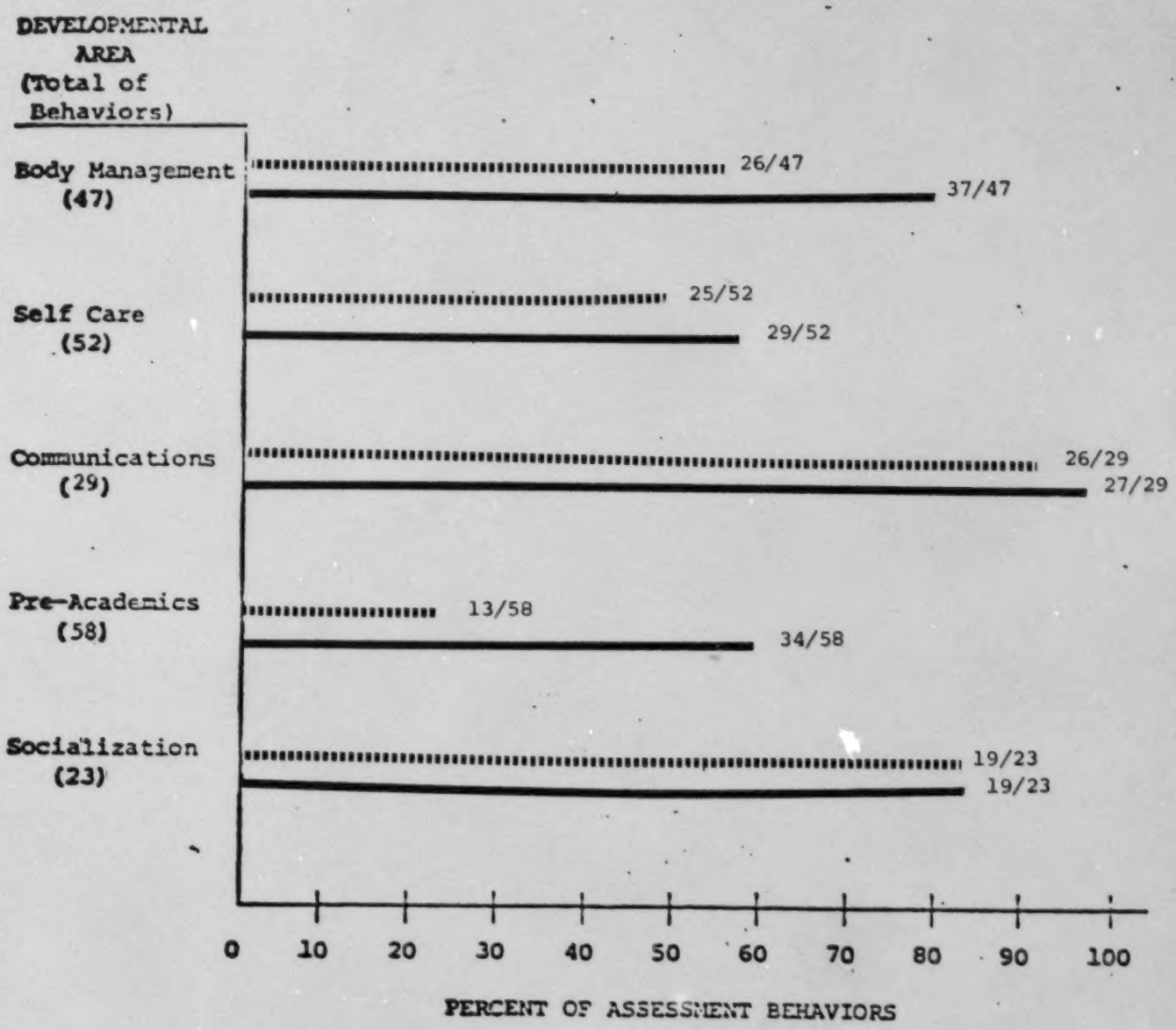


Table 3.0

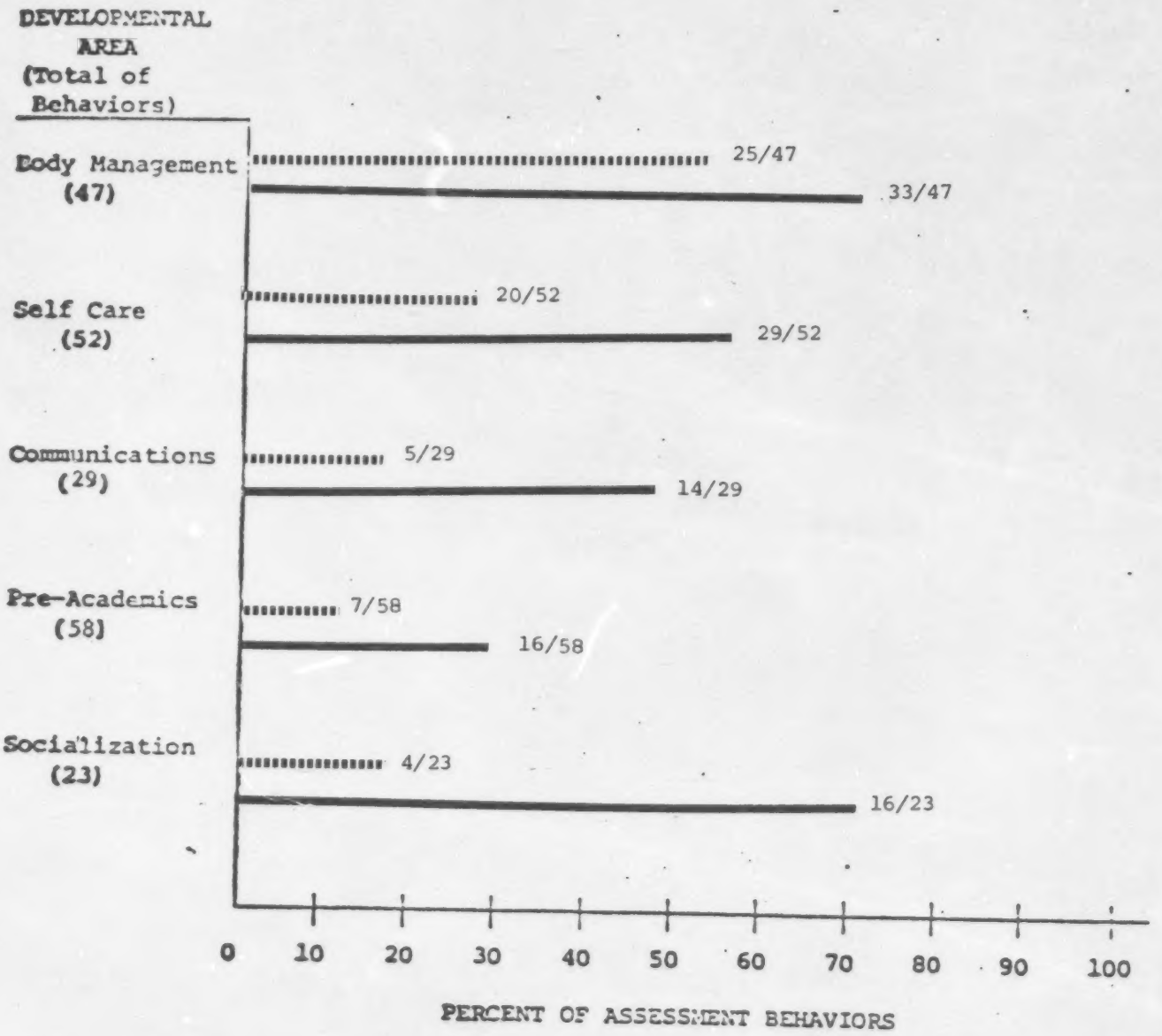
Navasota, Texas

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code M.B.
Date of Birth 10-23-77
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



Child Progress Data: Brenham Elem. School
Phoebe Smith

Table 1 indicates that 13 children were involved in the Project First Chance outreach classroom for an average of 7 months per child. Before beginning the program, pre-test data were taken on the ABACUS, the post-test data were also taken at the end of the program as shown in Table 1. This table is useful to the teacher in looking at overall progress of all children in the program, as well as areas of emphasis within the curriculum. A total of 395 behaviors were gained with individual child gains ranging from 18 behaviors in child BW to 54 behaviors in child AF. Of the 395 behaviors gained, the largest number, 197, was in the area of Pre-Academics.

Table II, summary of percent of ABACUS entry-exit behaviors, presents data on all children in all areas sampled on the ABACUS. On the initial ABACUS assessment the lowest functioning child had developed 50% of the behaviors assessed, with a range up to 88% of the behaviors assessed. This indicates that the children even at pretest were functioning at a high skill level. This also helps to explain why the greatest number of gains was in the area of Pre-Academics. This was the area in which the children showed the lowest pre-test scores thus there was the greatest opportunity for gain. Many of the children were approaching ceiling in the other developmental areas at pretesting.

Table III, with progress delineated for each child, is useful in discussing each child's individual progress with the child's parents or new teachers. It is also useful in checking on the appropriateness of the program for each child. The dotted line indicates each child's progress at pre-testing and the straight line indicates performance at post-testing. The child's performance is further subdivided by

each developmental area: Body Management, Self-Care, Communication, Pre-Academics, and Socialization. In this way the teacher can identify which area of the curriculum the child made the most gains and in which area additional progress is needed. For example, DH completed 68% of the behaviors in Socialization at pretesting and at posttesting completed 88% of the behaviors. In the area of Pre-Academics, DH's lowest area of functioning, 38% of the behaviors were completed at pretesting and 65% of the behaviors were completed at posttesting.

Brenham Elementary School

Brenham TX

Phoebe Smith

1981-82

CHILD EDCP CODE	MONTHS IN PPC	DEVELOPMENTAL AREAS					TOTAL BEHAVIORS GAINED
		BODY MANAGEMENT	SELF CARE	COMMUN-ICATION	PRE-ACADEMICS	SOCIAL-IZATION	
A.M.	7	10	10	5	10	3	38
D.H.	7	7	11	9	16	4	47
L.B.	7	4	8	2	13	1	28
D.G.	7	4	8	1	21	0	34
L.T.B.	7	2	2	5	20	1	30
J.S.	7	5	6	0	15	1	27
Y.G.	7	3	3	1	10	1	18
A.F.	7	6	3	15	25	5	54
B.W.	7	2	5	0	11	0	18
L.R.	7	1	6	5	12	0	24
R.T.	7	4	5	2	15	1	27
R.H.	7	2	7	0	12	1	22
S.B.	7	4	7	0	17	0	28
TOTAL BEHAVIORS GAINED		54	81	45	197	18	395

Table 2

Summary of Percent of ABACUS Entry-Exit Assessment Behaviors, FY V

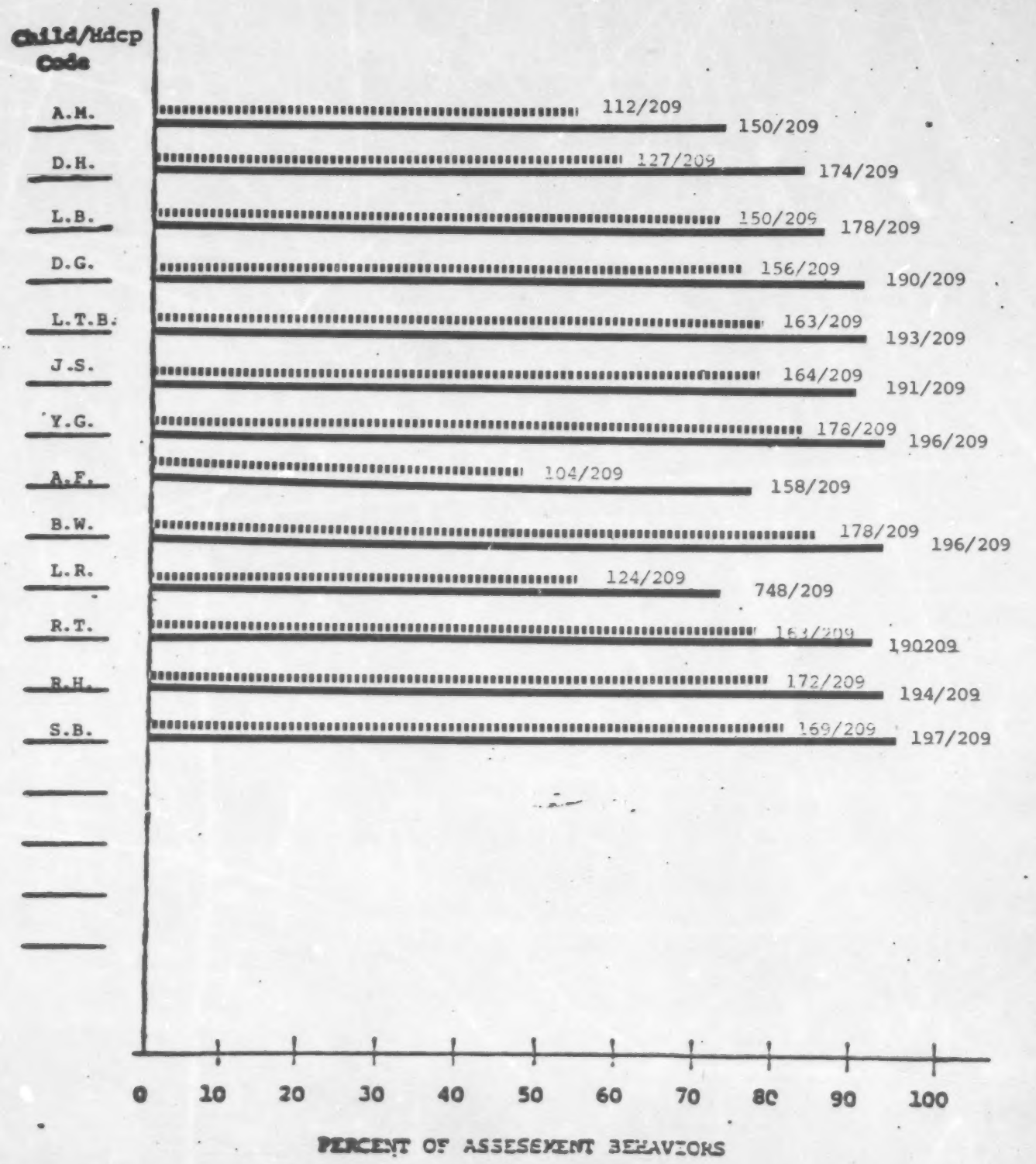


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code A.M.
Date of Birth 7/29/77
Handicapped Code _____

ENTRY ▬ ▬ ▬ ▬ ▬
(entry/total behaviors)

EXIT ▬▬▬▬▬▬
(exit/total behaviors)

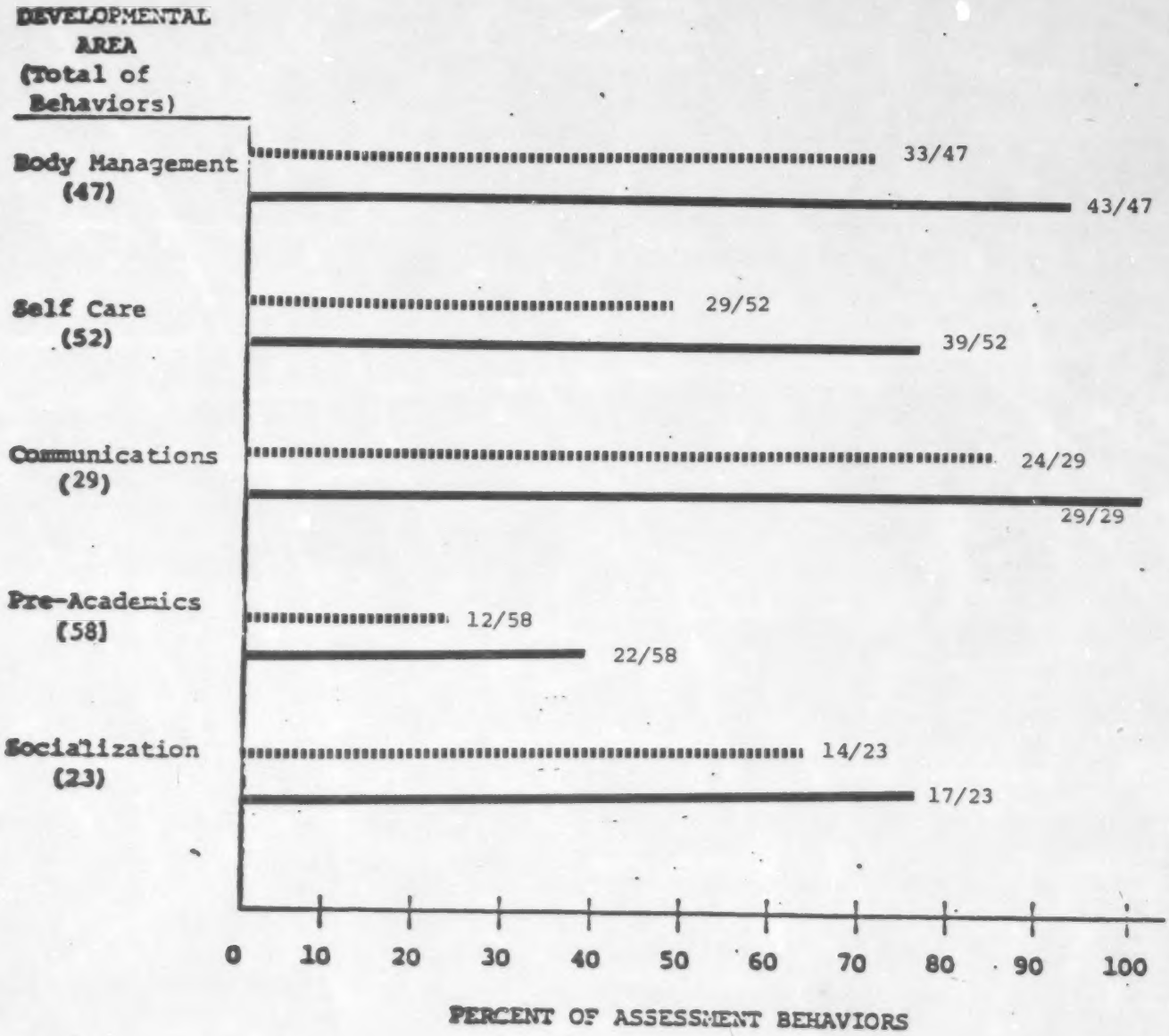


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.H.
Date of Birth 9/7/77
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬
(exit/total behaviors)

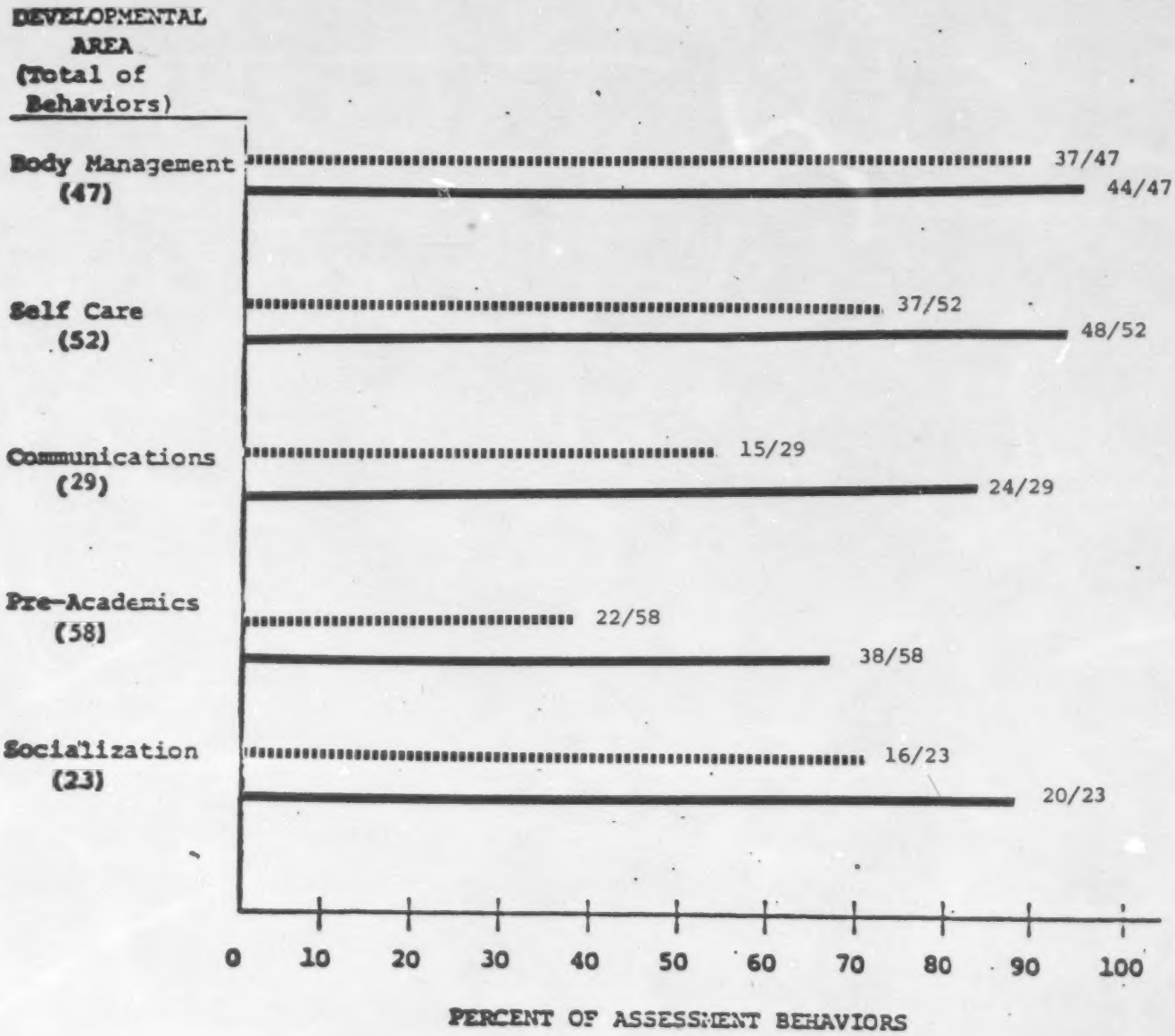


Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code L.B.
Date of Birth 2/1/77
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬
(exit/total behaviors)

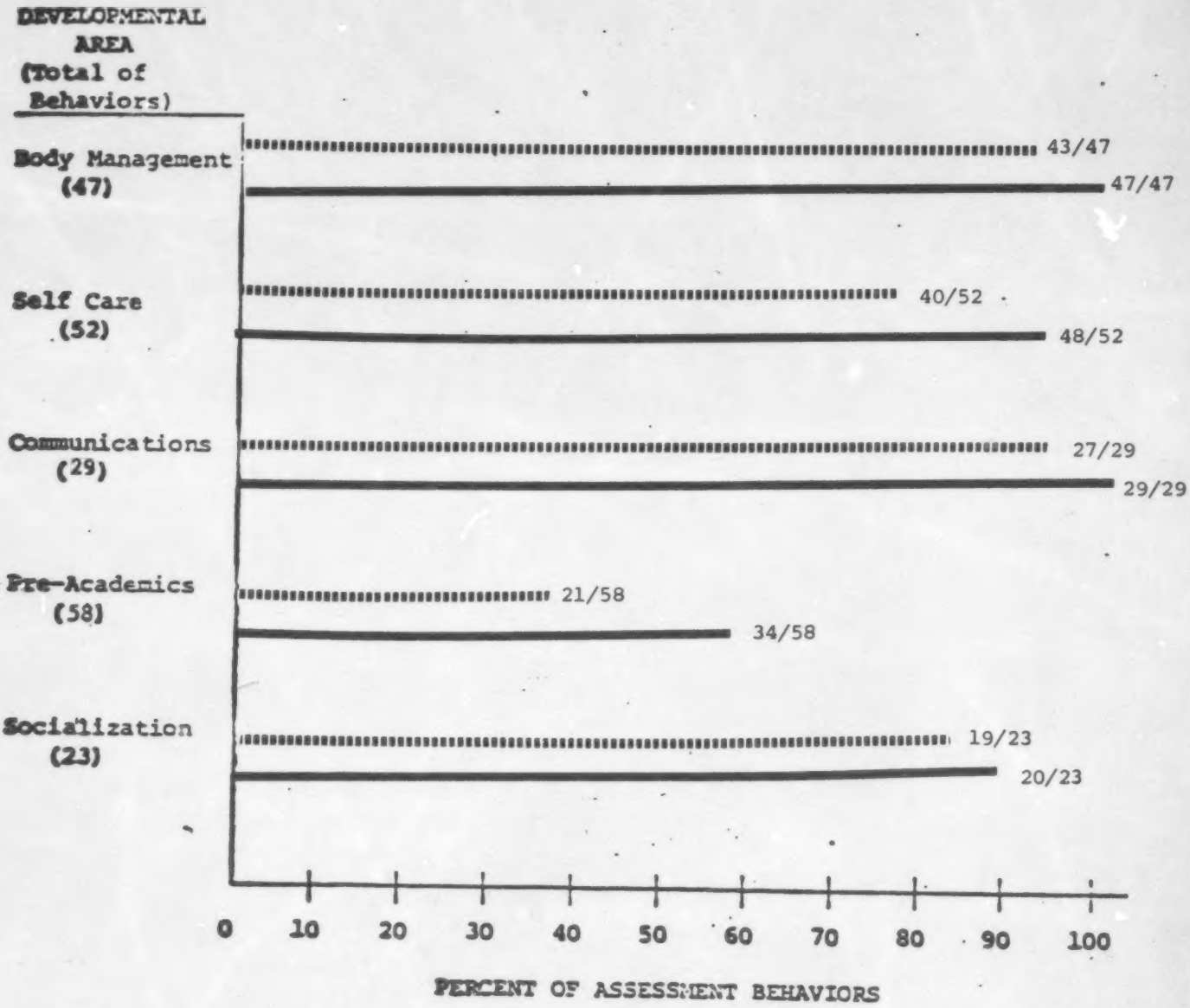


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code D.G.
Date of Birth 6/29/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

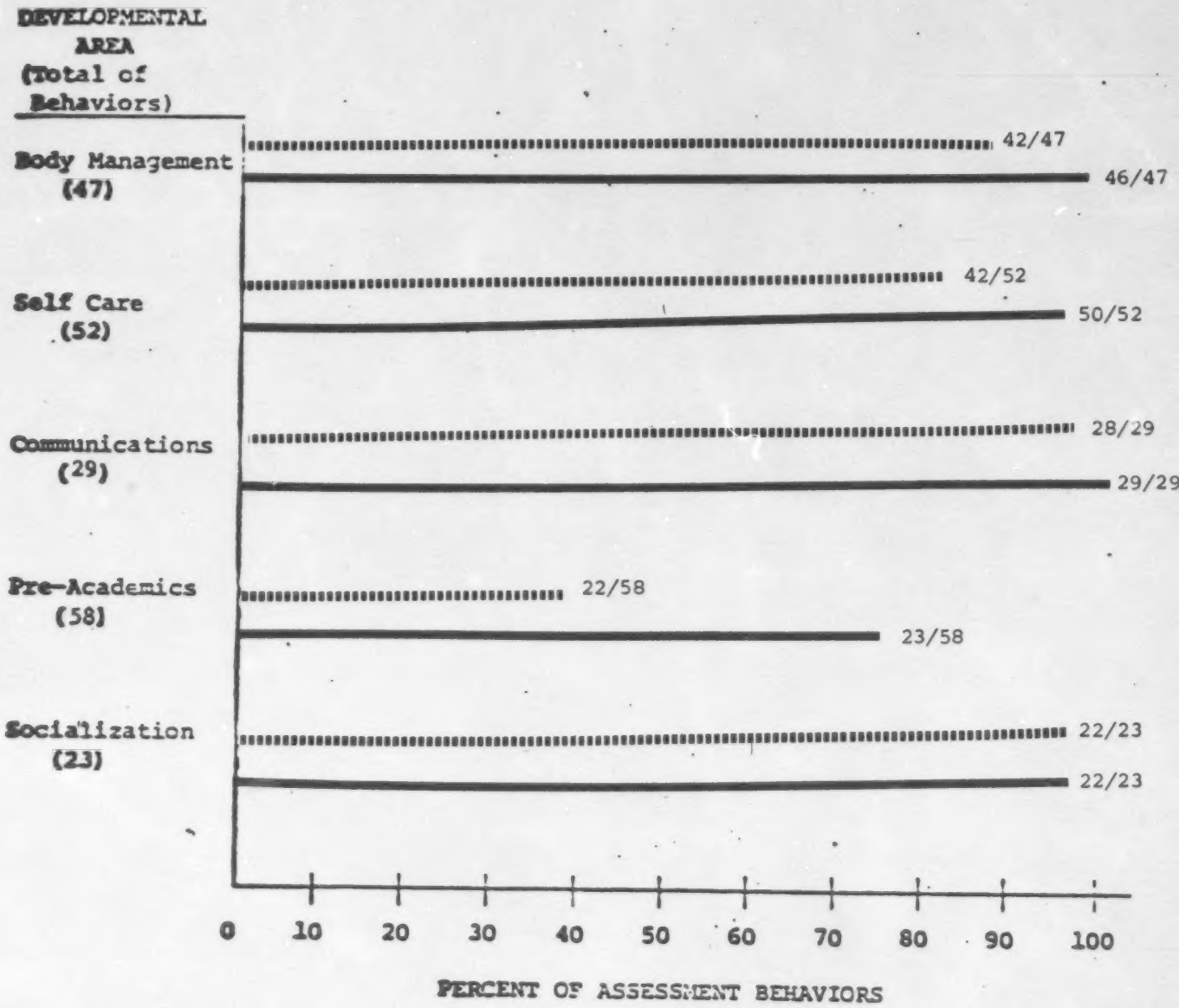


Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code L.T.B.
Date of Birth 12/20/76
Handicapped Code _____

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

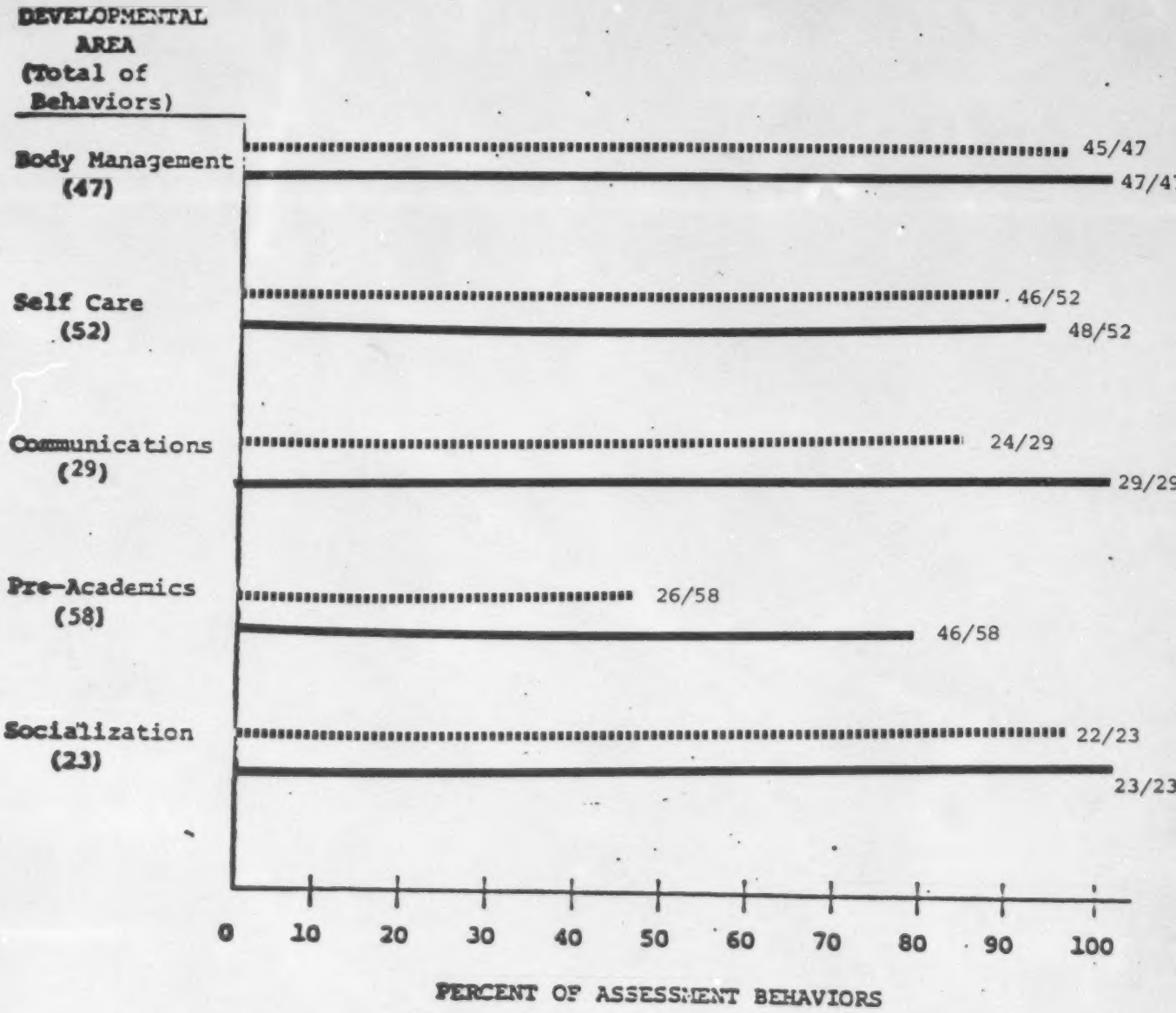


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code J.S.
Date of Birth 9/7/76
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

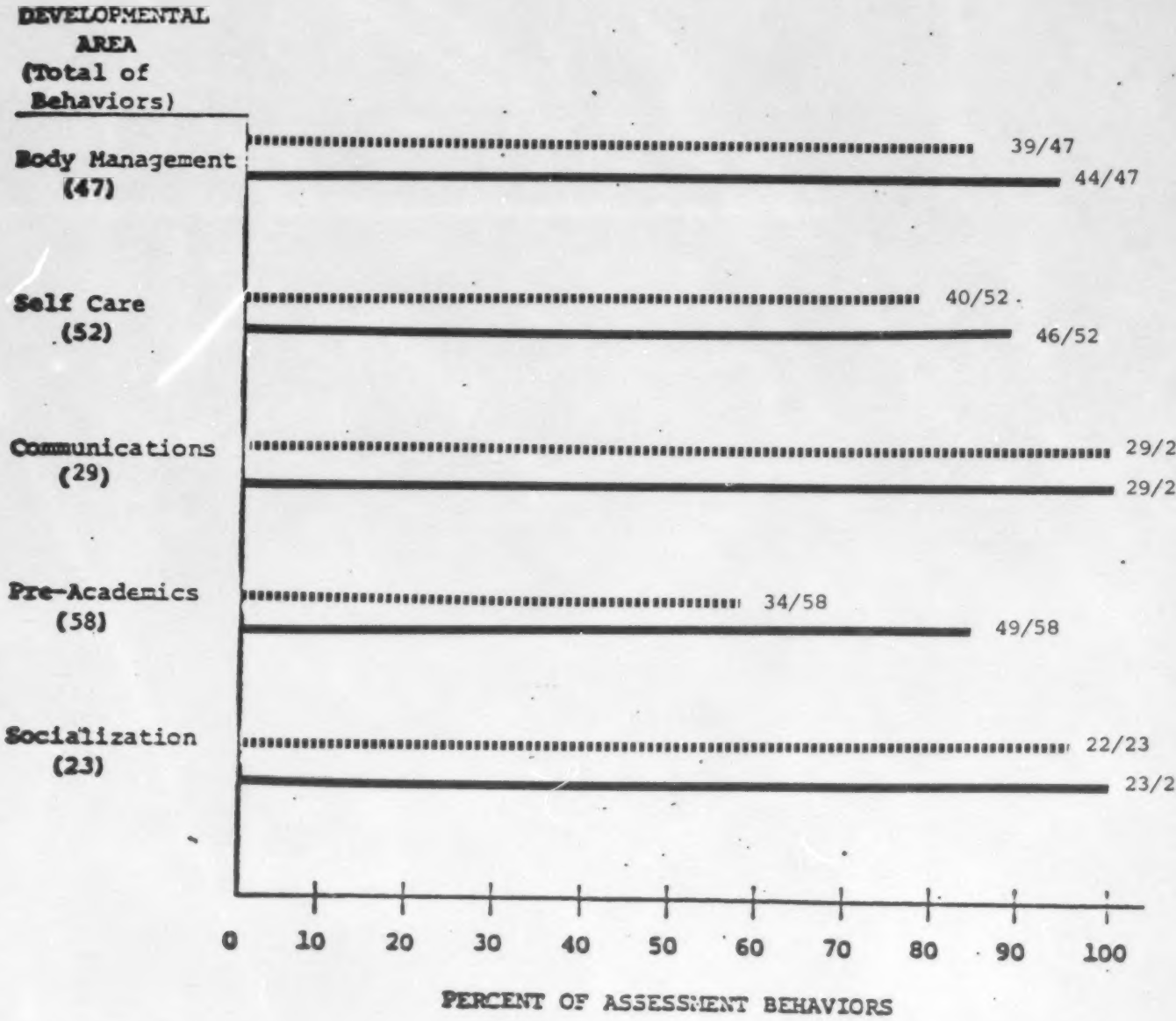


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code Y.G.
Date of Birth 4/4/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

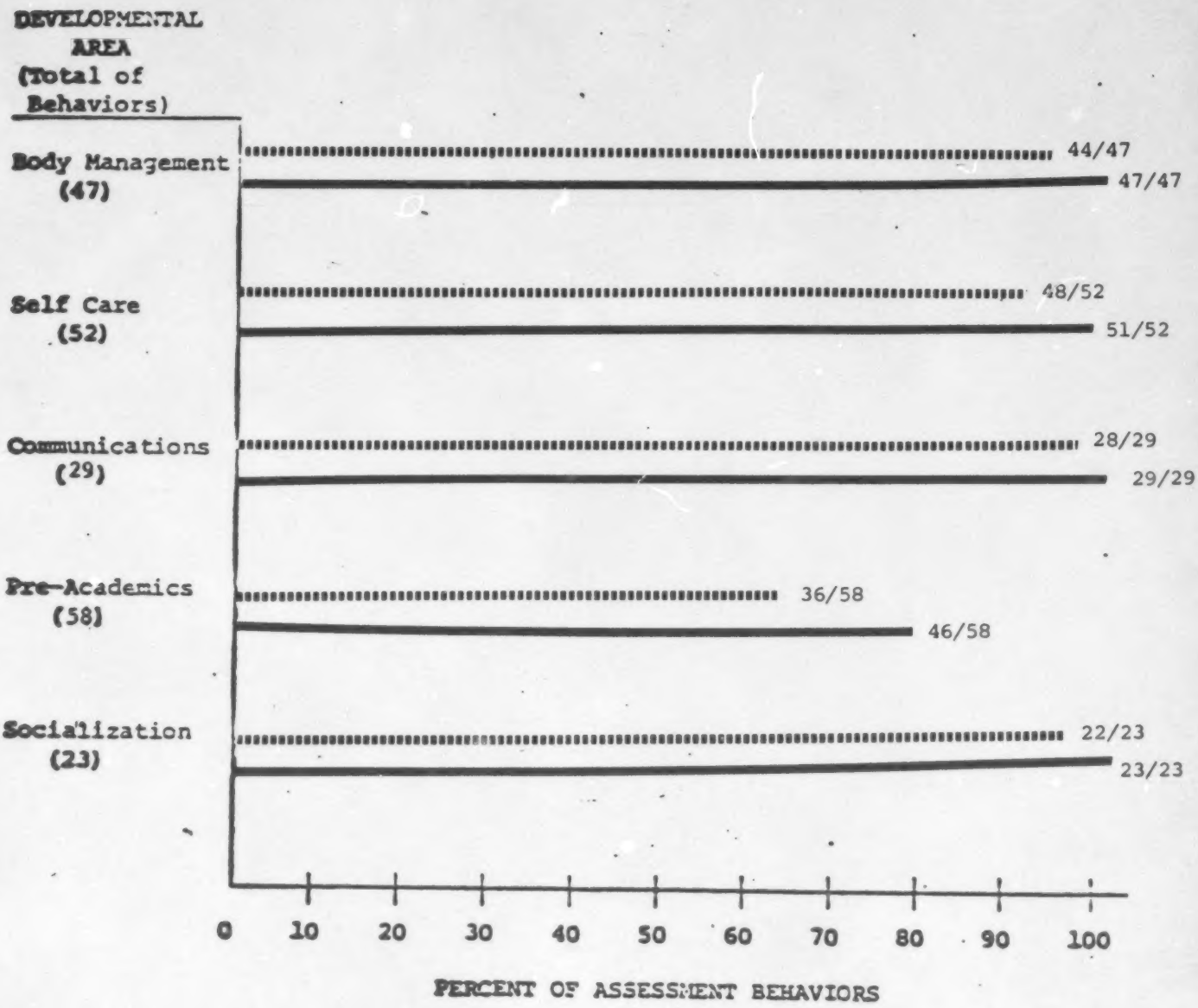


Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code A.F.
Date of Birth 5/2/78
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)

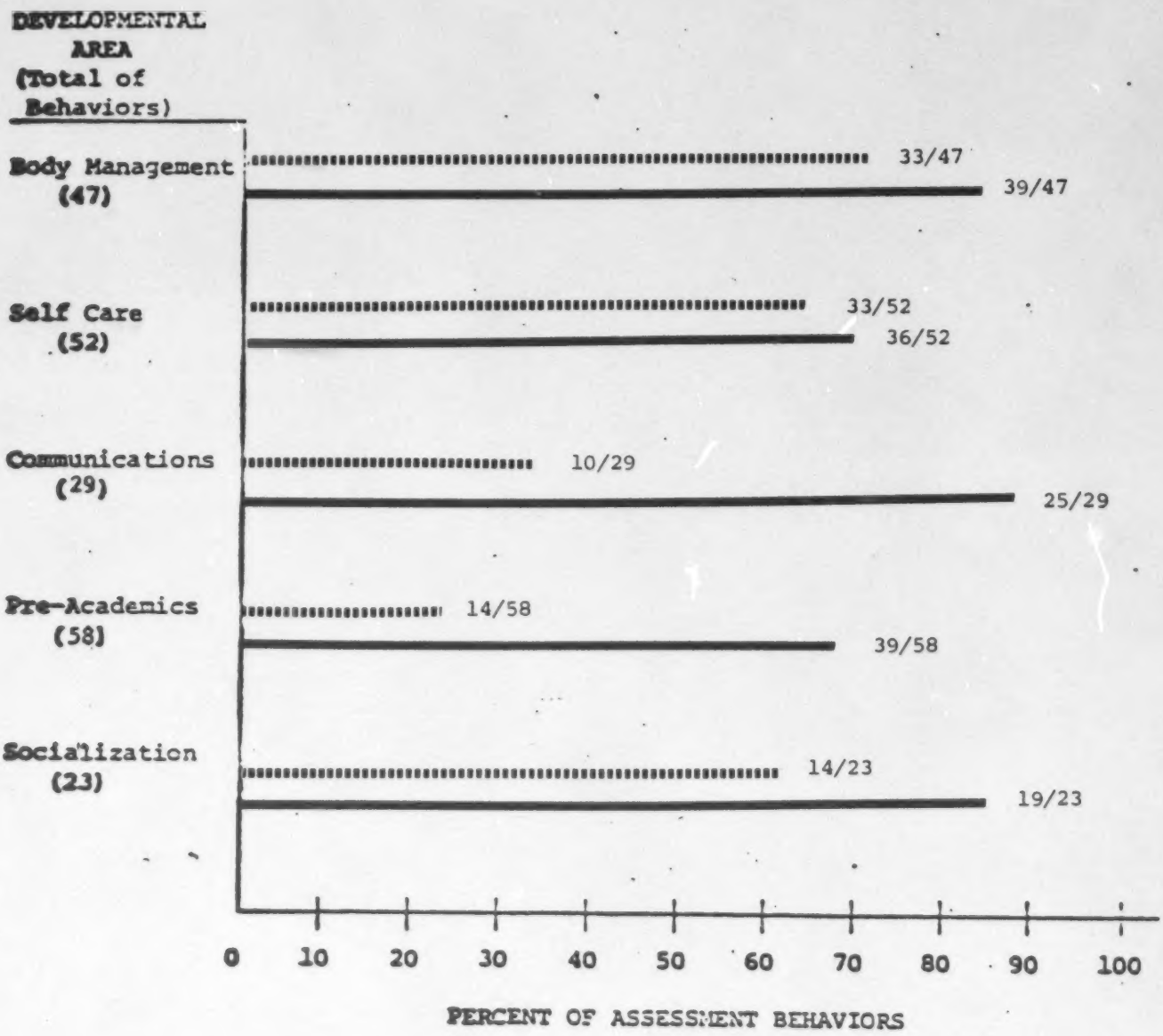


Table 3.0

Child Summary Percent of ABACUS Entry-Exit
Assessment Behaviors, FY

Child Code B.W.
Date of Birth 2/22/77
Handicapped Code _____

ENTRY ▬ : ▬ : ▬ : ▬ : ▬ :
(entry/total behaviors)

EXIT ▬▬▬▬▬▬▬▬
(exit/total behaviors)

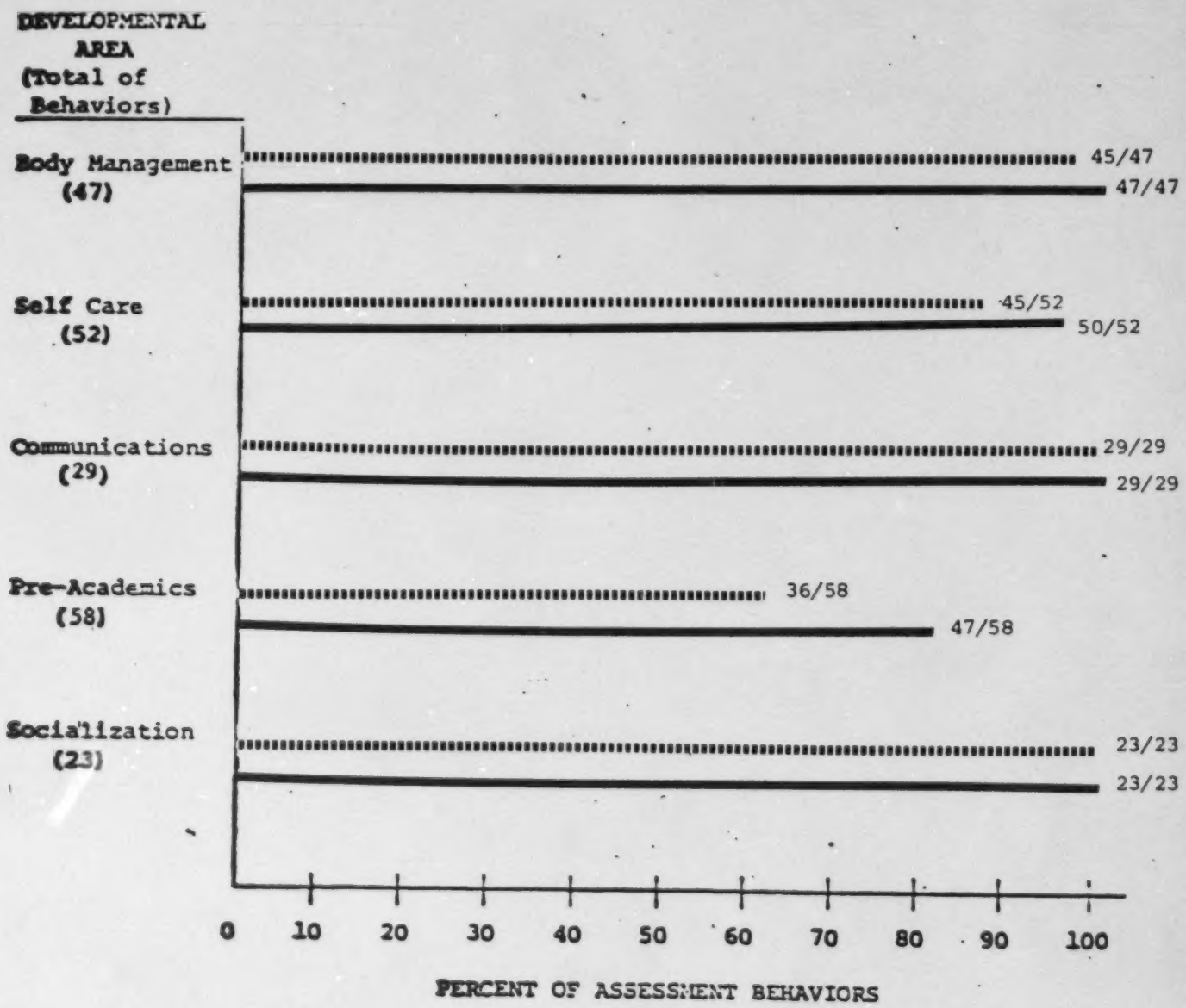


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.L.
Date of Birth 7/31/75
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

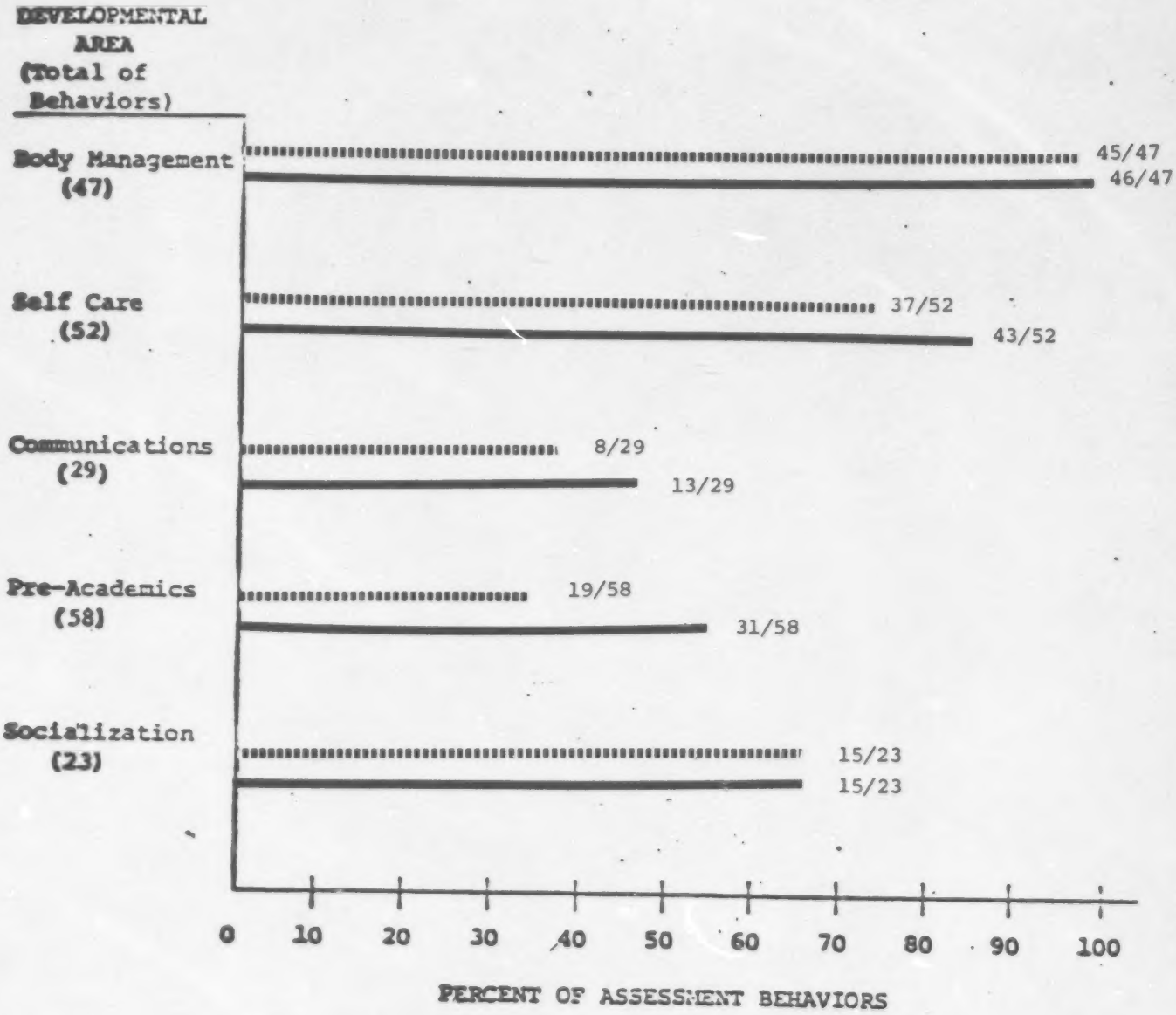


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.T.
Date of Birth 8/1/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

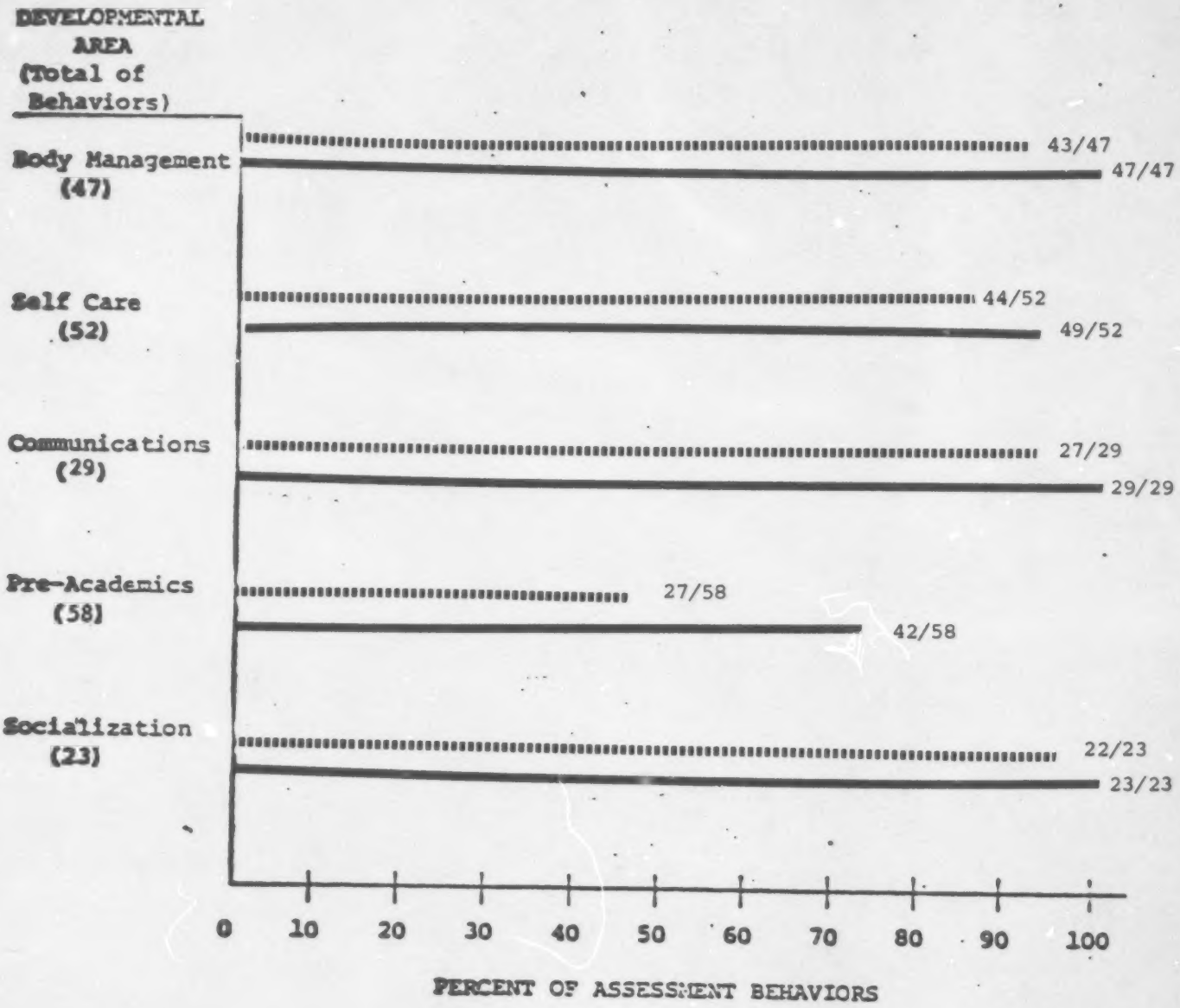


Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code R.H.
Date of Birth 1/3/77
Handicapped Code

ENTRY
(entry/total behaviors)

EXIT
(exit/total behaviors)

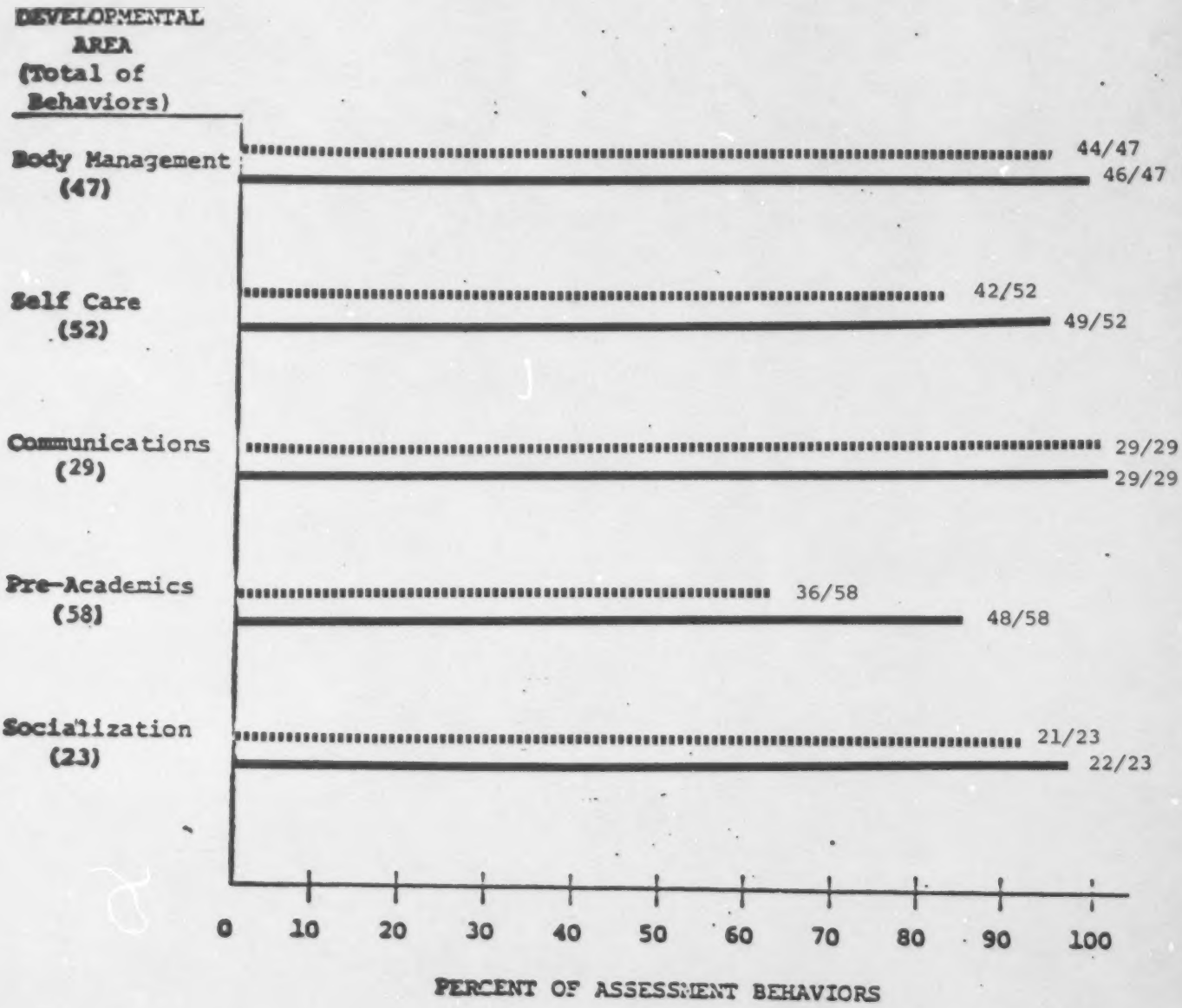


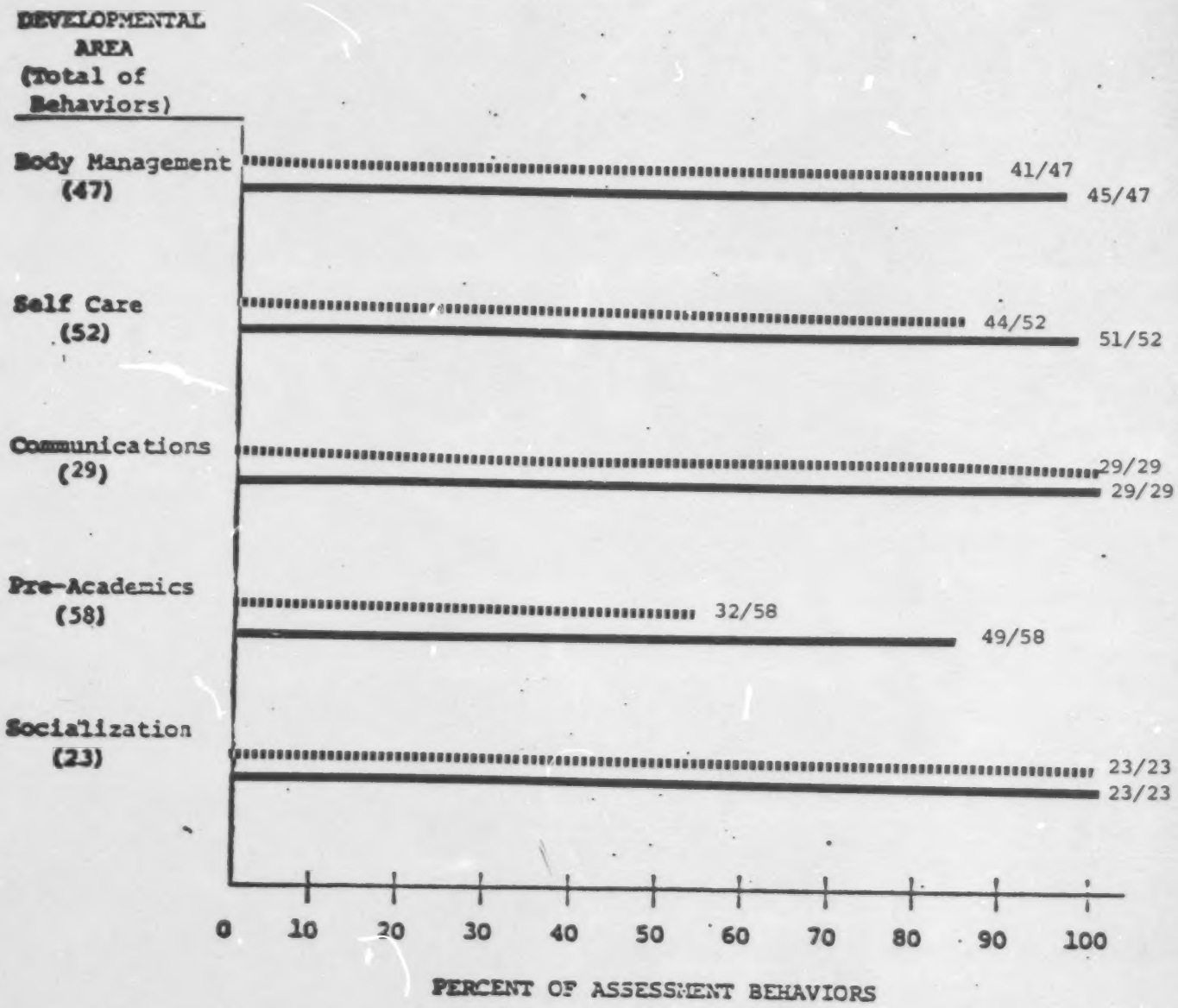
Table 3.0

Child Summary Percent of ABACUS Entry-Exit Assessment Behaviors, FY

Child Code S.B.
Date of Birth 12/24/75
Handicapped Code _____

ENTRY (entry/total behaviors)

EXIT (exit/total behaviors)



PROJECTS

DEVELOPMENTAL AREAS

LEA	No. of Children in Class	BODY MANAGEMENT	SELF CARE	COMMUNI-CATION	PRE-ACADEMICS	SOCIAL-IZATION	TOTAL BEHAVIORS GAINED
Rice Elem. School Conroe, Texas	12	65	71	68	171	24	399
Brenham Elem. Brenham, Texas	13	54	81	45	197	18	395
Huntsville Middle School Huntsville, Tex.	9	10	4	11	87	3	115
Henderson Elem. Bryan, Texas	10	28	77	0	157	5	267
Navasota Elem. Navasota, Texas	11	74	93	72	202	53	494
Oakridge Elem. Conroe, Texas	16	69	85	67	219	60	500
R & D Center Conroe, Texas	5	19	13	4	6	0	40
Sahuarita Preschool Sahuarita, Arizona	5	29	44	26	59	23	181
Project Full Potential Richmond, Calif.	6	23	54	51	63	29	220
Timbercreek Elem. Lewisville, Texas	10	80	106	64	206	89	545
TOTAL BEHAVIORS GAINED							3156

Evaluation Summary

The data collected indicates that the primary objective of stimulating the development or improvement of educational services to preschool children and families has been met with a great deal of success. A total of 22 new sites in the State of Arizona have been trained by Project First Chance staff and are using Project First Chance components. Of these new sites, we are most pleased with Project First Chance's success with American Indian populations including Navaho Child Development Center, Sells Indian Head Start, and White River Indian Head Start.

The second principal objective, to stimulate the development or improvement of educational services to young handicapped children and families in the Southwest region and nation with emphasis on current replication sites, has also been met with a great deal of success. The Lamar Consolidated School District in Rosenberg, Texas paid for transportation costs of five visits during the 1981-82 year from Project First Chance staff to provide technical assistance and support for previously established preschool handicapped programs and the extension of the Project First Chance model to their kindergarten programs. In addition, all Project First Chance sites in Texas supported Project First Chance technical assistance for their preschool handicapped classrooms.

The third principal objective, to further develop the model for dissemination and replication has met with large success. The model has been adopted by two sites in California and extensive materials revision and development has occurred.

PRINCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENTS OF OBJECTIVES
1. To stimulate the development or improvement of comprehensive educational services to preschool handicapped children and their families in the State of Arizona, strengthening and extending the services provided by the SEA	1.1 Continue the Model Demonstration Center in Sunnyside School District as a training and demonstration facility	Assist Sunnyside School District in the selection of demonstration staff	Calendar dates for T.A.	5
		Employ a demonstration site staff	Contracts of Employment	5
	1.2 Continue Project First Chance Outreach activities:	Employ necessary Staff	Contracts from the University of Arizona	5
	a. Participate in a major public awareness campaign planned by the SEA as part of the State Implementation Grant activities	Plan and conduct awareness activities on a county-by-county basis	Log of Awareness Activities	4
	b. Continue product development of those products listed in Appendix C	Revise materials as necessary	Revised Products	5
		Develop training materials	New Training Materials	5
		Field test materials	Field Reviews	2
	c. Continue to stimulate high quality programs	Train screening team for LEA's receiving incentive funds for screening	Log of Calendar Dates for Technical Assistance	1
		Provide technical assistance on program planning and implementation to LEA's receiving funds for start up costs	Log of Calendar Dates for Technical Assistance	5

PRINCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENTS OF OBJECTIVES
		Provide technical assistance to grantees of VI-B Discretionary funds as detailed below: i.e., On-site help in program planning, needs assessment, budgeting, staff selection, physical facility requirements, proposal writing, staff training, and program evaluation Follow-up contacts with specifically targeted agencies interested in implementation of the model	Log of Calendar Dates for Technical Assistance Evaluation forms completed by participants Training materials developed to meet specific needs	5
		Continue planning and implementation activities with agencies and school districts in Arizona who have expressed interest in Project First Chance	Correspondence Log of Phone Calls	5
		Continue planning with Tucson District #1, the largest school district in the State of Arizona	Correspondence Log of Phone Calls Log of Meetings	3

PRINCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENTS OF OBJECTIVES
		Continue planning with Sunnyside School District for additional classrooms	Log of Meetings	3
		Provide T.A. to other targeted agencies, i.e., BIA, Headstart, TACC, Office of Indian Child Services, DDMR, etc., as detailed above		5
	d. Support SEA involvement in programs for preschool handicapped children	Participate in activities proposed in State Implementation Grant Proposal, i.e., legislative study, Incentive Grant, State Plan, policy formation, development of standards, Interagency Agreements, consortia activities	Calendar of Activities	5
	e. Provide training to graduate students in Early Childhood Handicapped Program	Provide practicum facilities and internships	Specification of Objectives of Student	5
		Provide short-term, or one-time workshops off campus	Workshop Syllabus	5
		Provide a 5 day intensive training program for replication site staff	Agenda	5

INCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENT OF OBJECTIVES
	f. Provide specific other consultative assistance	Participate on Early Childhood Task Force at SEA request	Letter of Appointment Log of Meetings	5
		Review VI-B proposals on request	Letter of Appointment	5
		Participate in Governor's Council on Developmental Disabilities Legislative Action Committee	Letter of Appointment Log of Meetings	5
		Attend meetings and contribute written material for testimony to support Senate Bill #1145	State Standards for Preschool Program for the Handicapped Text of Testimony	5
		Respond to requests for special presentations for varying target audiences, e.g., State (CEC, ACLD, local service clubs, etc.)	Conference Programs Log of Letters Log of Phone Calls	5
To continue to stimulate the development or improvement of comprehensive educational services for preschool handicapped children and their families in the Southwest region and the nation, with emphasis on current replication sites and their efforts to develop second generation sites	2.1 Promote awareness of the need for high quality programs	Plan and conduct awareness activities	Conferences Copies of Programs	4

NCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENT OF OBJECTIVES
	2.2 Provide technical assistance to Texas Education Agency	Assist in planning and model development on a state-wide basis including planning, needs assessment, budgeting, staff selection, physical facility requirements, proposal writing, staff training, and program evaluation	Schedule of Activities	5
	2.3 Provide technical assistance to Texas Outreach sites:			
	a. Fort Worth Regional Service Center (RSC XI)	Provide training to site staff in all phases of model implementation	Technical Assistance	5
	Saginaw School District	Provide training to Regional Service Center Trainer	Training Materials Developed	5
	b. Huntsville Regional Service Center (RSC VI)	Provide training to site staff	"	5
	Navasota School District Demonstration site	Provide technical assistance in all phases of model implementation	"	5
		Provide training to RSC trainer		
	c. Austin Regional Service Center (RSC XIII)	Provide technical assistance as requested by Early Childhood Coordinator in RSC	"	5

NCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISHMENTS OF OBJECTIVES
	Seguin School District	Provide technical assistance in program planning and in developing the Project First Chance model at Seguin School District	Training Materials Developed	
	d. Houston Regional Service Center (RSC IV)	Provide training to site staff in all phases of model implementation	"	
	Lamar Consolidated School District	Provide technical assistance in all phases of model implementation at Lamar Consolidated School District	"	
	2.4 Provide technical assistance to sites in California: a. Richmond b. Santa Barbara	Provide training to site staffs in all components of model implementation	Written Documents Training Materials	NA
	2.5 Provide technical assistance to sites in Maryland who were reached by 1980-81 awareness conferences	Provide on site help in program planning, needs assessment, budgeting, staff selection, physical facility requirements proposal writing, staff training, and program evaluation	Technical Assistance Document SEA Task Force funded through John Hopkins	

RINCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PROJECT	DEGREE OF ACCOMPLISHMENT OF OBJECTIVES
. To further develop the Interactive Outreach Model for the dissemination and replication components of Project First Chance, a cognitive-behavioral-developmental approach to the education of young handicapped children developed over the past five years of HCEEP funding	To promote awareness of the need for high quality programs	Develop newspaper stories, TV and radio presentations, prepare presentations for local and state CEC groups, etc. Establish liaison between SEA and replication site	Copy of Materials Calendar Visit from SEA personnel	
	To facilitate the commitment to replicate the model	Complete arrangements for a written letter of intent	Letter of Intent	5
	To develop linkages between the model site and the replication site	Assist in staff selection, facilities selection, ordering, invite replication site for additional visits		5
	To hold a planning conference with replication sites	Complete needs assessment: Prioritize needs; Select target activities; Develop a time line; Organize fiscal agreement	Written Documents	5
	To provide guidance in all steps of the implementation process	Develop local child find procedures: Establish eligibility criteria; Select children	Schedule of Activities	5

RINCIPAL OBJECTIVE	SUBORDINATE OBJECTIVE	ACTIVITIES	EVALUATION/PRODUCT	DEGREE OF ACCOMPLISH-MENTS OF OBJECTIVES
	Provide resource support in model replication	Organize Fall Training Conference; Initiate on-site consultations; Start program for children and parents	Schedule	
	Continue to implement an efficient evaluation component	Evaluate training activities and needs: Monitor child progress; Develop data display	Data display of child/parent progress	5
	Assist in necessary modification of components of model reflecting local needs	Review local variations	Rewritten components	5
		Review program status; Receive feedback from replication site	Written reports	5
		Review modifications of the model dictated by local needs as model is assimilated	Rewritten components	5

APPENDIX

Child Codes

Indicators of Impact Across All Activities

Evaluation Data

Training Session Agendas

Log of Participants Trained

Statements of Committment

Log of Parent Contact

Log of Visitors to Model Demonstration Site

SAMPLE ABACUS MATERIALS: Developed FY 1981

The Arizona Basic Assessment and Curriculum Utilization System

Pre ABACUS Screening System Level I

Pre ABACUS Screening System Level II

Revised ABACUS

ABACUS Assessment/Curriculum Cross-Reference

ABACUS Curriculum Individual Program List

ABACUS Communication Sample

ABACUS Socialization Programs

ORDER FORM

ABACUS MATERIALS BY AREA

BEHAVIORAL TERMINOLOGY EXAMINATION

EC151028

APPENDIX

CHILD CODES

CHILD CODE

CHILD CODE	DATE OF BIRTH	HANDI. CODE	DATE OF ENTRY	DATE OF EXIT
S. C.	2/4/76	9	1/4/82	5/27/82
J. C.	8/14/76	1	10/5/81	5/27/82
L. C.	7/19/76	12	11/30/81	5/27/82
G. D.	7/6/76	6	10/5/81	5/27/82
S. L.	6/21/76	1	10/8/81	5/27/81
G. M.	5/25/76	12	9/16/81	5/27/82
J. P.	1/18/76	12	1/25/82	5/27/82
C. R.	6/25/76	1	8/25/81	5/27/82
M. Y.	7/23/76	9	10/26/81	4/23/82

APPENDIX

INDICATORS OF IMPACT ACROSS ALL ACTIVITIES

NUMBERS TRAINED

Region VI Educational Service Center
Huntsville, Texas 20 persons trained
Purpose: Further development of replication site

White River Indian Head Start
Parker, Arizona 30 persons trained
Purpose: Establishment of replication site

Project Amor
Tucson, Arizona 5 persons trained
Purpose: Establishment of replication site

Mohave Valley Preschool Handicapped Program
Mohave Valley, Arizona 4 persons trained
Purpose: Establishment of replication site

Region XI Educational Service Center
Fort Worth, Texas 2 persons trained
Purpose: Further development of replication site

Austin Local Education Agency
Austin, Texas 6 persons trained
Purpose: Further development of replication site

Tucson Association for Child Care
Tucson, Arizona 20 persons trained
Purpose: Further development of replication site

Sells Infant Stimulation Program
Tucson, Arizona 2 persons trained
Purpose: Establishment of replication site

Lamar Consolidated School District
Rosenberg, Texas 50 persons trained
Purpose: Further development of replication site

Project Full Potential
Tucson, Arizona 1 person trained
Purpose: Establishment of replication site

Navajo Child Development Center
Flagstaff, Arizona 21 persons trained
Purpose: Establishment of replication site

Region XI Educational Service Center
Fort Worth, Texas 20 persons trained
Purpose: Further development of replication site

Sells Head Start, Papago Indians
Tucson, Arizona 16 persons trained
Purpose: Establishment of replication site

Early Intervention for Preschoolers Project
Tucson, Arizona 20 persons
Purpose: Partial replication site

Mohave Valley Preschool Project
Mohave Valley, Arizona 5 persons trained
Purpose: Establishment of outreach site

Project Yaqui
Tucson, Arizona 4 persons trained
Purpose: Partial replication site

Navajo Child Development Center
Tucson, Arizona 6 persons trained
Purpose: Training of trainers for further replication sites

Navajo Child Development Center
Flagstaff, Arizona 20 persons trained
Purpose: Establishment of outreach site

Project Amor
Tucson, Arizona 2 persons trained
Purpose: Further training for replication site

Lamar Consolidated Public Schools
Rosenberg, Texas 40 persons trained
Purpose: Further development of replication site

Santa Barbara Early Childhood Program
Tucson, Arizona 1 person trained
Purpose: Establishment of outreach site

Project Yaqui
Tucson, Arizona 5 persons trained
Purpose: Further training for partial replication

Sierra Vista Preschool
Tucson, Arizona 1 person trained
Purpose: Partial replication site

Navajo Child Development Center
Tucson, Arizona 6 persons trained
Purpose: Further development of replication site

PROGRAMS USING ADAPTATION OF
PROJECT FIRST CHANCE MODEL

11/4/81

1. Tucson Association for Child Care, Inc.
   Educational Intervention for Preschoolers Project, Tucson, AZ

2. Tucson Association for Child Care, Inc.
   Social Skills Development for Physically Handicapped Preschoolers Project, Tucson, AZ

3. Project AMOR, Tucson, AZ

4. Project Headstart, Parker, AZ

5. Project Headstart, Sells, AZ

6. Navajo Tribe, Project Headstart, Tsaile, AZ

7. Infant Stimulation Program
   Special Learning Center, Sells, AZ

NOTE: These do not include programs in Texas which are adapting model. We are unaware of how many.

Does not include programs using entire Project First Chance model, i.e., Mohave Valley Preschool Program.

APPENDIX B

EVALUATION DATA:

Sample from training
Sample from technical assistance

TRAINING EVALUATION SCALE

Replication site: Project CMOR
(name)

Tucson AZ
(city) (state)

Presentation: Project First Choice training

Date(s) 9-9-81 → 9-11-81

Briefly outline major objective of this training session: ARACUS training

INSTRUCTIONS

To determine whether or not this training session met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of the presentation. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

I.	A.	The organization was:	Excellent	7	6	5	4	3	2	Poor 1
	B.	The objectives were:	Clearly Evident	7	6	5	4	3	2	Vague 1
	C.	The work of the trainer(s)-consultant(s) was:	Excellent	7	6	5	4	3	2	Poor 1
	D.	The ideas and activities presented were:	Very Interesting	7	6	5	4	3	2	Dull 1
	E.	The scope (coverage) was:	Very Adequate	7	6	5	4	3	2	Inadequate 1
	F.	My participation should prove:	Very Beneficial	7	6	5	4	3	2	No Benefit 1
	G.	Overall, I consider this presentation:	Excellent	7	6	5	4	3	2	Poor 1
	H.	Do you feel a need for additional information about the topic	1. Yes					2. No		

II. Indicate the degree to which you agree with the following statements: (circle one)

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The training objectives were met as outlined	-	-	-	(-)
B. The trainer was well prepared and communicated clearly	-	-	-	(-)
C. The material presented was delivered at a desirable time in the school year	-	-	(-)	-
D. Over, the presentation was satisfactory and assisted me in furthering replication activities in the Project First Chance Model	-	-	-	-

III.

The stronger features of this training session were: ABACUS

The weaker features were:

General Comments:

Adapted from: Evaluation Scale: by Earl McCallon, Ph. D.

TRAINING EVALUATION SCALE

Replication site: _____
(name)

Tucson AZ
(city) (state)

Presentation: Project First Chance

Date(s) 9-11-81

Briefly outline major objective of this training session: Data Collection System, Issues System

INSTRUCTIONS

To determine whether or not this training session met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of the presentation. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

I.	A.	The organization was:	Excellent						Poor
			7	(6)	5	4	3	2	1
	B.	The objectives were:	Clearly Evident						Vague
			7	(6)	5	4	3	2	1
	C.	The work of the trainer(s)-consultant(s) was:	Excellent						Poor
			7	(6)	5	4	3	2	1
	D.	The ideas and activities presented were:	Very Interesting						Dull
			7	(6)	5	4	3	2	1
	E.	The scope (coverage) was:	Very Adequate						Inadequate
			7	(6)	5	4	3	2	1
	F.	My participation should prove:	Very Beneficial						No Benefit
			(7)	6	5	4	3	2	1
	G.	Overall, I consider this presentation:	Excellent						Poor
			7	6	5	4	3	2	1
	H.	Do you feel a need for additional information about the topic	1. Yes				2. No		

II. Indicate the degree to which you agree with the following statements: (circle one)	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The training objectives were met as outlined	-	-	X	-
B. The trainer was well prepared and communicated clearly	-	-	X	-
C. The material presented was delivered at a desirable time in the school year	-	-	-	X
D. Over, the presentation was satisfactory and assisted me in furthering replication activities in the Project First Chance Model	-	-	X	-

III.

The stronger features of this training session were: working w/ children and abacus

The weaker features were: language communication

General Comments: Took on a good job in presentation of all materials

Adapted from: Evaluation Scale: by Earl McCallon, Ph. D.

TRAINING EVALUATION SCALE

Replication site: Proj AMOR
(name)

Tucson Az
(city) (state)

Presentation: Proj. First Chance Training

Date(s) 9/8 — 11

Briefly outline major objective of this training session: _____

_____

_____

INSTRUCTIONS

To determine whether or not this training session met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of the presentation. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

I.	A.	The organization was:	Excellent	(7)	6	5	4	3	2	Poor 1
	B.	The objectives were:	Clearly Evident	(7)	6	5	4	3	2	Vague 1
	C.	The work of the trainer(s)-consultant(s) was:	Excellent	(7)	6	5	4	3	2	Poor 1
	D.	The ideas and activities presented were:	Very Interesting	(7)	6	5	4	3	2	Dull 1
	E.	The scope (coverage) was:	Very Adequate	(7)	6	5	4	3	2	Inadequate 1
	F.	My participation should prove:	Very Beneficial	(7)	6	5	4	3	2	No Benefit 1
	G.	Overall, I consider this presentation:	Excellent	(7)	6	5	4	3	2	Poor 1

H. Do you feel a need for additional information about the topic 1. Yes (2.) No

II. Indicate the degree to which you agree with the following statements: (circle one)	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The training objectives were met as outlined	-	-	-	(-)
B. The trainer was well prepared and communicated clearly	-	-	-	(-)
C. The material presented was delivered at a desirable time in the school year	-	-	-	(-)
D. Over, the presentation was satisfactory and assisted me in furthering replication activities in the Project First Chance Model	-	-	-	-

III.

The stronger features of this training session were: _____

_____

_____

_____

The weaker features were: _____

_____

_____

_____

General Comments: I was very impressed by the fact that it was so compact and precise. And especially for the fact that it can be modified to each individual's needs

Adapted from: Evaluation Scale: by Earl McCallon, Ph. D.

Replication site: Project Upward
(name)

Tucson Arizona
(city) (state)

Presentation: Project Circle theme training

Date(s) 9-8-71 / 9-11-71

Briefly outline major objective of this training session: [illegible] training

INSTRUCTIONS

To determine whether or not this training session met your needs and our objectives, we would like for you to give us your honest opinion on the design, presentation, and value of the presentation. Please circle the number which best expresses your reaction to each of the items on the following list. Space is provided for your comments.

EVALUATION CRITERIA

I.	A.	The organization was:	Excellent	7	6	5	4	3	2	Poor 1
	B.	The objectives were:	Clearly Evident	7	6	5	4	3	2	Vague 1
	C.	The work of the trainer(s)-consultant(s) was:	Excellent	7	6	5	4	3	2	Poor 1
	D.	The ideas and activities presented were:	Very Interesting	7	6	5	4	3	2	Dull 1
	E.	The scope (coverage) was:	Very Adequate	7	6	5	4	3	2	Inadequate 1
	F.	My participation should prove:	Very Beneficial	7	6	5	4	3	2	No Benefit 1
	G.	Overall, I consider this presentation:	Excellent	7	6	5	4	3	2	Poor 1
	H.	Do you feel a need for additional information about the topic	1. Yes					2. No		

II. Indicate the degree to which you agree with the following statements: (circle one)	Strongly Disagree	Disagree	Agree	Strongly Agree
A. The training objectives were met as outlined	-	-	-	-
B. The trainer was well prepared and communicated clearly	-	-	-	-
C. The material presented was delivered at a desirable time in the school year	-	-	-	-
D. Over, the presentation was satisfactory and assisted me in furthering replication activities in the Project First Chance Model	-	-	-	-

III.

The stronger features of this training session were: _____

The weaker features were: _____

General Comments: the training was very well presented I've learned a lot and will be able to teach better.

Adapted from: Evaluation Scale: by Earl McCallon, Ph. D.

November 10 & 11, 1981

PFC: TECHNICAL SITE VISIT ASSISTANCE

LCISD—Early Childhood

	Started	More work needed	Projected Need	Completed	COMMENTS
Group Programming:					
Modified math programs on site leaving model for staff.	11/9 81			11/10 81	Continue models established
Data management checked	11/9 81			11/10 81	On target
Maximize staff/student time			✓		LCISD staff follow-up
Individual Programming:					
Implementation & data management checked and discussed	11/9 81			11/10 81	On target
Maximize staff/student time	11/9 81		✓		LCISD staff follow-up
Establishing Program Priorities:					
Reducing interferring behaviors			✓		T.A. *Teachers targeting several children
Implementation of Communication	11/9 81	✓			T.A. expansion of Curriculum
Implementation of Home Programs	11/10 81	✓			Develop LCISD plan for teacher and support staff involvement
Socializstion/affective Curriculum Development Problem Solving Approach			✓+		Explore with Vaughn—Study with respect to Secondary Affective Curriculum. EC Teachers very interested

*(TA-Technical Assistance)

November 10 & 11, 1981

PFC: TECHNICAL SITE VISIT ASSISTANCE

LCISD—Kindergarten

	Started	More Work Needed	Projected Need	Completed	COMMENTS
Program Implementation:					
•Adaptability/understanding of value for Kindergarten population	11/9/81			11/10/81	Excellent Kindergarten awareness training
•Clarification/modification of data sheets for Kindergarten	11/9/81			11/10 81	LCISD staff to disseminate to field
•Re-establish Kindergarten student needs and priorities:	11/9/81	✓			
Thinking Skills	11/10 81	✓			LCISD Staff, Continue training
•Summary of each Kindergarten implementation design (by campus)			✓		LCISD Staff
•Develop evaluation design by type/intensity of PFC program			✓		TA with LCISD staff
Group and Individual Programs:					
•Data management system			✓		TA with LCISD
•Effective use of staff/student time			✓		TA
Screening & CRT Testing Program:					
•Identify a good screening instrument			✓		TA
•Identify determiners for first grade placement			✓		TA

November 10 & 11, 1981

PFC: TECHNICAL SITE VISIT ASSISTANCE

Staff Development/Regional Training

	Started	More Work Needed	Projected Need	Completed	COMMENTS
Foundations for PFC:					
•Region Wide Awareness	11/9/81			11/9/81	Well done, thorough. Excellent follow-up Comments from Sp.Ed. Directors in Region & from School principals.
•Principal Awareness Session	11/9/81			11/9/81	
•K. Teacher Awareness Session	11/9/81			11/9/81	
Communication Section Training					
•Introduction (tapes) Language PREQUISITES	11/9/81	✓	✓		Expand with LCISD Staff training & supervision
•Implementation for Sp. Therapists			✓		
•Implementation in Multihandicapped			✓		Begin implementation 11/81
•Expand Curriculum beyond 3-word utterance			✓		TA/LCISD Sp. Therapists
EXPANSION OF P.F.C. Curriculum and/or basic format to other areas of special education			✓		LCISDstaff to develop with TA consultation
Region-Wide Training:					
•Materials prepared & shared (tapes, overheads, agendas)	11/9/81			11/10 81	Excellen t preparation by Arizona Consultants
•Summary session to plan training	11/10 81			11/10 81	Very Valuable
•Develop Agenda for 3-day training at LCISD site			✓		LCISD Staff, Cy Fair.ISD Training scheduled 12/82
•Develop evaluation system to follow new sites using P.F.C.			✓		LCISD/Reg.IV/PFC Team

Continued

November 10 & 11, 1981

PFC: TECHNICAL SITE VISIT ASSISTANCE Staff Development/Regional Training	Started	More Work Needed	Projected Need	Completed	COMMENTS
<u>In District Training/Staff Development:</u>					
•Expansion to MH Settings K-5			✓		TA/LCISD Staff
•Intensive Training					TA/LCISD Staff
PFC (Continuous)			✓		TA consultation to LCISD staff
Language Experience App. R & LA			✓		TA
Generalization of skills			✓		TA
(Conceptualize, gen. across settings)			✓		TA
Direct teaching tactics			✓		TA
•Data Gathering and Analysis			✓		TA/LCISD Staff

APPENDIX B

TRAINING SESSION AGENDAS

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION

11/30 - 12/3/81

MONDAY

8:00 a.m.	Orientation to Valencia Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project Phone 889-8636 Introduction to Staff Slide Tape Presentation: "WELCOME TO MY WORLD" Overview of Model Components Philosophy & Rationale
11:00 a.m.	The Process of Assessment ABACUS I.E.P.
12:00 NOON	LUNCH BREAK
1:00 p.m.	The Curriculum 1) Group Program Format 2) Individual Program Format
2:30 p.m.	Orchestrating the Classroom

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE
TRAINING SESSION

TUESDAY

8:00 a.m.	Introduction to Data Monitoring System 1) Introduce Sam Sample's Clipboard 2) Communication Inventory 3) Reinforcement Inventory 4) Individual Programs VTR - Presentation: "INVISIBLE OBSERVER"
10:00 a.m.	Group Assignment 1) I.E.P.
11:00 a.m.	Discuss Group Programs Procedures for taking data VTR - 1M - Group Programs
12:00 NOON	LUNCH BREAK
1:00 p.m.	Discuss Individual Programs Procedures for taking data Introduce M-2 Introduce M-3 Baseline Daily data taking Daily updating Probing Ending a program Maintenance Graphing

PROJECT FIRST CHANCE
TRAINING SESSION

WEDNESDAY

8:00 a.m.	Individual Assignment 1) Prepare M-2 Prepare M-3 VTR - 2M - Individual Program 2) Set up Materials for Individual and Group Programs 3) Role Playing VTR - Data Collection
11:00 a.m.	Questions and Answers
11:30 a.m.	LUNCH BREAK
1:00 p.m.	Introduction to Behavior Management
2:15 p.m.	Continuation of Behavior Management Interfering Behaviors M-4a M-5 M-5a Levels of Reinforcement

PROJECT FIRST CHANCE
TRAINING SESSION

THURSDAY

8:00 a.m.	Review Assignment
	Independent Assignment
	1) Prepare M-2 Prepare M-3
	2) Set up materials for a program
9:00 a.m.	Introduction to Language Curriculum
	Communication Sample
12:00 NOON	LUNCH BREAK
1:00 p.m.	Points on Home Programming
2:00 p.m.	End of the year transparencies
	What happens to the data?
	Why is the data important?
3:00 p.m.	Review total process
	Questions & Answers
	Evaluation

LAMAR CONSOLIDATED INDEPENDENT SCHOOL DISTRICT
ADMINISTRATION BUILDING
930 EAST STADIUM DRIVE
ROSENBERG, TEXAS 77471
AREA CODE 713 342-5521

MARCIA VOGELSANG
Director, Special Education

December 16,1981

Ms. Genevieve Gallardo
Department of Special Education
College of Education
University of Arizona
Tucson, Arizona 85721

Dear Genevieve:

Please excuse the delay in relating this information to you concerning the training Vicki and I did on October 19, 20, 21.

NAMES:
Ellie Madison.....Region IV Early Childhood Consultant
Kathy Moody.....Supervisor for Infant Stimulation Program, Richmond State School
Dovie Werlla.....Supervisor, Regular Education Lamar C.I.S.D.
Eva Hardy.....Supervisor, Regular Education Lamar C.I.S.D.
Evie Beasly.....Special Education Counselor, Lamar C.I.S.D.

Enclosed is a copy of our training schedule. We are projecting that we will be training one school district in January and another in February. I'll get you the information after the fact. Have a marvelous holiday!

Sincerely,

Kathy DeGroff

Kathy DeGroff

enclosure

PROJECT FIRST CHANCE TRAINING SCHEDULE

DAY ONE

8:30 - 9:00	Introduction Components-- Review Philosophy
9:00 - 10:00	ABACUS--practice in
10:00 - 10:30	Guided Observation in Classroom
10:30 - 11:30	Assessment to I.E.P.
11:30 - 12:30	LUNCH
12:30 1:00	Visit with Teachers
1:00 - 2:00	Orientation to Curriculum--individual, group What's different about this curriculum? --Principles of learning --Principles of data collection
2:15 - 3:30	Group Programming --Data Sheet --Demonstration --Select program to run

DAY TWO

8:30 - 10:30	Review group program/prepare for instruction Run program Set up another group
10:30 - 11:30	Language Curriculum --Bloom and Lahey Model --Scope and Sequence Chart
11:30 - 12:30	LUNCH
12:30 - 1:00	Visit with Teachers
1:00 - 2:15	Individual Programming --Setting up a clipboard --Data Sheet--M-3 --Demonstration --Review clipboards--select program to run
2:15 - 2:30	Travel to Terry Highschool
2:30 - 3:30	Spotting Film Film of Individual Programming

PROJECT FIRST CHANCE TRAINING SCHEDULE

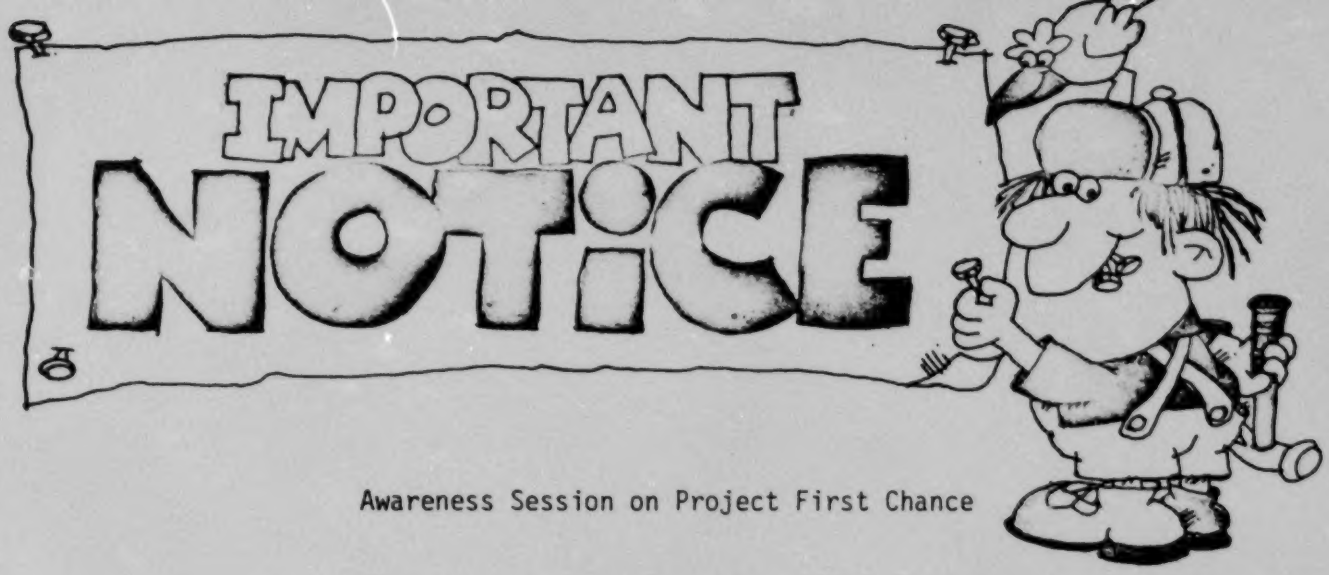
DAY THREE

8:30 - 10:30	Run individual programs (2) + baseline Observe circle time--spotting Set up a "mock" clipboard
10:30 - 11:30	Reducing interfering behavior
11:30 - 12:30	LUNCH
12:30 - 1:00	Visit with Teachers
1:00 - 1:45	--Data Evaluation--Instructional Decisions --L.C.I.S.D. 1981 Data
2:00 - 3:15	Plan implementation timeline and procedures --Review daily schedule --Develop implementation timeline
3:15 - 3:30	Critique of Training

Technical Site Visit

Proposed Schedule
November 9 & 10, 1981

Consultant	Monday	Tuesday	Materials Needed
McCarthy	8:00 - Welcoming 9:00 - Lee—E.C. 10:00 - Bowie—K/MH 11:00 - Lunch 12:00 - Travel to Houston 1:00 - Region IV AWARENESS 75 to 100 Expected	8:00 - Adm. Bldg. 9:00 - Lee—K-3 Principal Meeting 11:30 - Lunch with trainers & K debreifing (10 persons) 2:30 - E.C. Staff Meeting (10 persons)	1. Black copy of Home Program packet 2. Film—Invisable Observer (Spotting) 3. Film—Individual Training Units 4. Materials needed for Awareness Session 5. Training materials for Communication Section 6. Worksheets for Guided Observation 7. Kindergarten Materials that would help us facilitate implementation (modified data sheets) 8. Additional items to consider ·Video Tapes for review ·Screening materials ·Materials used for training ·Handouts for sessions, #'s in boxes on schedule
Vaughn	8:00 - Welcoming 9:00 - Observation 11:00 - Lunch 12:00 - Observe K at Lee 1:00 - Discuss K. implementation with Coordinators 2:45 - K teachers meeting/MH teachers (35 persons)	8:00 - Socialization Training 9:00 - Visit K Classrooms 11:30 - Lunch Meeting with trainers & K debriefing 2:30 - E.C. Staff Meeting.	
Gallardo	8:00 - Welcoming 9:00 - Lee, E.C. observation and lunch 12:00 - Discussion with E.C. Staff (8 persons) 1:00 - Continue Technical Assistance to EC Staff 2:15 - Meeting with MH, Sp.T and E.C. Staff on Communication Section	8:00 - Training in Socialization Section 9:00 - Technical Assistance Training Methods & Materials (5-7 persons) 11:00 - Meet with Trainers 2:30 - E.C. Staff Meeting (10 persons)	



Awareness Session on Project First Chance

Presenter: Dr. Jean McCarthy, University of Arizona

Date: November 9, 1981

Time: 1:00 p.m. - 4:00 p.m.

Location: Region IV Education Service Center
7200 West Tidwell
Houston, Texas

Administrators, support personnel and diagnosticians working with the Early Childhood age handicapped student as well as directors or supervisors of elementary education are encouraged to attend.

Lamar Consolidated Independent School District's Project First Chance will provide training in their district for any interested personnel. Technical assistance will be provided by Ellie Madison, Early Childhood Consultant, Region IV to participating districts.

Lamar has also expanded the original PFC curriculum into their kindergarten classes this year.

If you have any questions please contact Ellie Madison, Early Childhood Consultant at 462-7708.

Form HLB 131 · The Drawing Board, Inc. Box 230505 Dallas, Texas 75223

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

PROGRAM

TRAINING SESSION

2/9/82

Tuesday

6:30 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Fun Activities that Teach

Guest Speakers:

Saundra Wood

Kay Huber

PROJECT FIRST CHANCE STAFF:

Dr. Jeanne McRae McCarthy, Director
Dr. Sharon R. Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher
Betty Ball, Project Secretary

*PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

PROGRAM

TRAINING SESSION

FRIDAY, JULY 9

9:00 - 9:20 a.m.	Introductions
9:20 - 9:50 a.m.	Welcome to My World
9:50 -12:00 a.m.	Introduction to Assessment 1. Criterion referenced vs. normed referenced testing 2. ABACUS Introduction 3. ABACUS Role-Playing
12:00 - 1:00 p.m.	LUNCH
1:00 - 1:30 p.m.	CAN DO - CANNOT DO (Goal Setting)
1:30 - 3:00 p.m.	Introduction to the Curriculum

*PROJECT FIRST CHANCE STAFF:
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Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher
Betty Ball, Project Secretary

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

PROGRAM

TRAINING SESSION
12/2/81

Wednesday

6:30 - 7:00 p.m.	Dinner
7:00 - 9:00 p.m.	Behavior Problems in the Classroom: A Panel Discussion

PROJECT FIRST CHANCE staff:
Dr. Jean McRae McCarthy, Director
Dr. Shari Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION

1/12-14/82

TUESDAY
1/12/82

Introduction and Overview (Large Group)

Slide Tape Presentation:

"Welcome to My World"

Overview of Model Components

Philosophy and Rationale

The Process of Assessment (Small Group)

ABACUS

Lunch Break

ABACUS (Small Group)

Review items
Administer ABACUS items

Developing an I.E.P. (Large Group)

Introduction to I.E.P.

Introduction to Curriculum

Sample I.E.P.

I.E.P. Assignment (Small Group)

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

WEDNESDAY
1/13/82

Introduction to Data Monitoring System (Small Group)

1) Introduce Sam Sample's Clipboard
2) Communication Inventory
3) Reinforcement Inventory
4) Individual Programs

Discuss Individual Programs

Procedures for taking data
Introduce modified data sheet
Baseline
Daily data
Daily updating
Probing
Ending a Program
Maintenance

Lunch Break

Continuation of Individual Programs

Set up sample baselines
Role playing (Small Group)

Introduction to Communication

THURSDAY
1/14/82

Review of Data Collection (Large Group)

Toilet Training Program

Classroom Management

Lunch Break

Activities for the Classroom

Confidentiality of Records

Total Review

PROJECT FIRST CHANCE
ARIZONA BEHAVIOR ANALYSIS MODEL
PROGRAM

TRAINING SESSION
10/6/81

6:00-6:20 p.m.	Introduction	Susie Peterson
6:20-6:50	The Assessment Process	Shari Vaughn Genevieve Gallardo

I. Introduction to Assessment
   a) Purpose of Assessment
   b) Criterion Referenced Testing
   c) Attending Behaviors During Assessment

6:50-7:20 II. A.B.A.C.U.S.
   a) Introduction to the ABACUS: The Areas of Skill Development
   b) Face Sheet
   c) Explanation of Items on Assessment Sheet

7:20-7:30 BREAK

7:30-8:10 III. Guidelines for Administering the ABACUS (Small Group)
   a) Classroom Setting
   b) Reinforcement
   c) Where to Begin Testing
   d) Administering the ABACUS

8:10-8:20 IV. Scoring the ABACUS
   a) Complete Scoring of Face Sheet
   b) Analyzing Test Results
   c) Using Results for Instructional Purposes

PROJECT FIRST CHANCE STAFF:
Jeanne McRae McCarthy, Ph.D., Director
Sharon R. Vaughn, Ph.D., Asst. Director
Genevieve Gallardo, Coordinator of Personnel Development

TACC STAFF:
Susie Peterson, Coordinator of EIP Program

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION
2/16-19/82

May 28.

Tuesday
2/16/82

Orientation to Valencia

Valencia Adaptive Education Center
Drexel and Campbell
Phone 294-1411
Project 889-8636
University Office - 626-3248

Introduction to Staff

Slide Tape Presentation:
"Welcome to My World"

Overview of Model Components
Philosophy & Rationale

The Process of Assessment

Criterion vs Norm-Referenced
Testing
ABACUS

Lunch Break

Introduction to IEP

IEP Writing

The Curriculum

1) Group Program format
2) Individual Program format

Orchestrating the Classroom

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon R. Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher
Betty Ball, Project Secretary

PROJECT FIRST CHANCE
TRAINING SESSION

WEDNESDAY

Individual Assignment

1) Prepare M-2

Prepare M-3

VTR - 2M - Individual Program

2) Set up Materials for
Individual and Group Programs

3) Role Playing

VTR - Data Collection

Questions and Answers

LUNCH BREAK

Introduction to Behavior
Management

Continuation of Behavior Management

Interfering Behaviors
M-4a
M-5
M-5a
Levels of Reinforcement

PROJECT FIRST CHANCE
TRAINING SESSION

THURSDAY

Review Assignment

Independent Assignment

1) Prepare M-2
   Prepare M-3

2) Set up materials for a program

Teach Program

Question & Answer

Communication

VTR - COMMUNICATION SAMPLE

LUNCH BREAK

Introduction to Language Curriculum

Continuation of Language Curriculum

PROJECT FIRST CHANCE
TRAINING SESSION

Friday
2/19/82

Independent Data Monitoring Assignments

Prepare M-2

Prepare M-3

ARIZONA BEHAVIOR ANALYSIS MODEL
PROGRAM

TRAINING SESSION
10/6/81

6:00-6:20 p.m.	Introduction	Susie Peterson
6:20-6:50	The Assessment Process	Shari Vaughn Genevieve Gallardo

I. Introduction to Assessment
- a) Purpose of Assessment
- b) Criterion Referenced Testing
- c) Attending Behaviors During Assessment

6:50-7:20 — II. A.B.A.C.U.S.
- a) Introduction to the ABACUS: The Areas of Skill Development
- b) Face Sheet
- c) Explanation of Items on Assessment Sheet

7:20-7:30 — BREAK

7:30-8:10 — III. Guidelines for Administering the ABACUS (Small Group)
- a) Classroom Setting
- b) Reinforcement
- c) Where to Begin Testing
- d) Administering the ABACUS

8:10-8:20 — IV. Scoring the ABACUS
- a) Complete Scoring of Face Sheet
- b) Analyzing Test Results
- c) Using Results for Instructional Purposes

PROJECT FIRST CHANCE STAFF:
Jeanne McRae McCarthy, Ph.D., Director
Sharon R. Vaughn, Ph.D., Asst. Director
Genevieve Gallardo, Coordinator of Personnel Development

TACC STAFF:
Susie Peterson, Coordinator of EIP Program

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION

11/2-5/81

MONDAY

8:00 a.m.	Orientation to Valencia
	Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project Phone 889-8636
	Introduction to Staff
	Slide Tape Presentation: "WELCOME TO MY WORLD"
	Overview of Model Components Philosophy & Rationale
11:00 a.m.	The Process of Assessment ABACUS I.E.P.
12:00 NOON	LUNCH BREAK
1:00 p.m.	The Curriculum 1) Group Program Format 2) Individual Program Format
2:30 p.m.	Orchestrating the Classroom

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

TRAINING SESSION

TUESDAY

8:00 a.m.	Introduction to Data Monitoring System 1) Introduce Sam Sample's Clipboard 2) Communication Inventory 3) Reinforcement Inventory 4) Individual Programs VTR - Presentation: "INVISIBLE OBSERVER"
10:00 a.m.	Group Assignment 1) I.E.P.
11:00 a.m.	Discuss Group Programs Procedures for taking data VTR - 1M - Group Programs
12:00 NOON	LUNCH BREAK
1:00 p.m.	Discuss Individual Programs Procedures for taking data Introduce M-2 Introduce M-3 Baseline Daily data taking Daily updating Probing Ending a program Maintenance Graphing

PROJECT FIRST CHANCE
TRAINING SESSION

WEDNESDAY

8:00 a.m.	Individual Assignment 1) Prepare M-2 Prepare M-3 VTR - 2M - Individual Program 2) Set up Materials for Individual and Group Programs 3) Role Playing VTR - Data Collection
11:00 a.m.	Questions and Answers
11:30 a.m.	LUNCH BREAK
1:00 p.m.	Introduction to Behavior Management
2:15 p.m.	Continuation of Behavior Management Interfering Behaviors M-4a M-5 M-5a Levels of Reinforcement

PROJECT FIRST CHANCE
TRAINING SESSION

THURSDAY

8:00 a.m.	Review Assignment
	Independent Assignment
	1) Prepare M-2 Prepare M-3
	2) Set up materials for a program
9:00 a.m.	Introduction to Language Curriculum
	Communication Sample
12:00 NOON	LUNCH BREAK
1:00 p.m.	Points on Home Programming
2:00 p.m.	End of the year transparencies
	What happens to the data?
	Why is the data important?
3:00 p.m.	Review total process
	Questions & Answers
	Evaluation

Project ENRICH
2555 N. Stapley Dr.
Mesa, AZ 85203

Dr. Shari Vaughn
Project First Chance Outreach
Department of Special Education
College of Education
University of Arizona
Tucson, AZ 85721

Dear Shari,

We enjoyed having the opportunity to observe the First Chance program and to interact with you and your staff.

We look forward to meeting with you on December 14th and 15th for technical assistance in your data collection/curriculum components.

I have made reservations at the Best Western Mezona at 250 W. Main, Mesa. (602) 834-9233. The rate is $35/night.

I have also included a map showing you how to get to the project site.

We look forward to seeing you on December 14th.

Sincerely,

Leslie Small
Program Specialist
Early Childhood
Project ENRICH

LS/kj

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION
11/6/81

FRIDAY

8:00 a.m.	Orientation to Valencia
	Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project Phone 889-8636
	Introduction to Staff
	Slide Tape Presentation: "WELCOME TO MY WORLD"
	Overview of Model Components Philosophy & Rationale
10:00 a.m.	The Process of Assessment
	ABACUS
12:00 NOON	LUNCH BREAK
1:00 p.m.	I.E.P.
	Developing an I.E.P.
	Use of Curriculum
2:30 p.m.	Group Assignment
	Sample Face Sheet

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION

Orientation to Valencia

Valencia Adaptive Education Center
Drexel and Campbell
Phone 294-1411
Project Phone 889-8636

Introduction to Staff

Slide Tape Presentation:

"WELCOME TO MY WORLD"

Overview of Model Components
Philosophy & Rationale

The Process of Assessment

ABACUS

PROJECT FIRST CHANCE STAFF:
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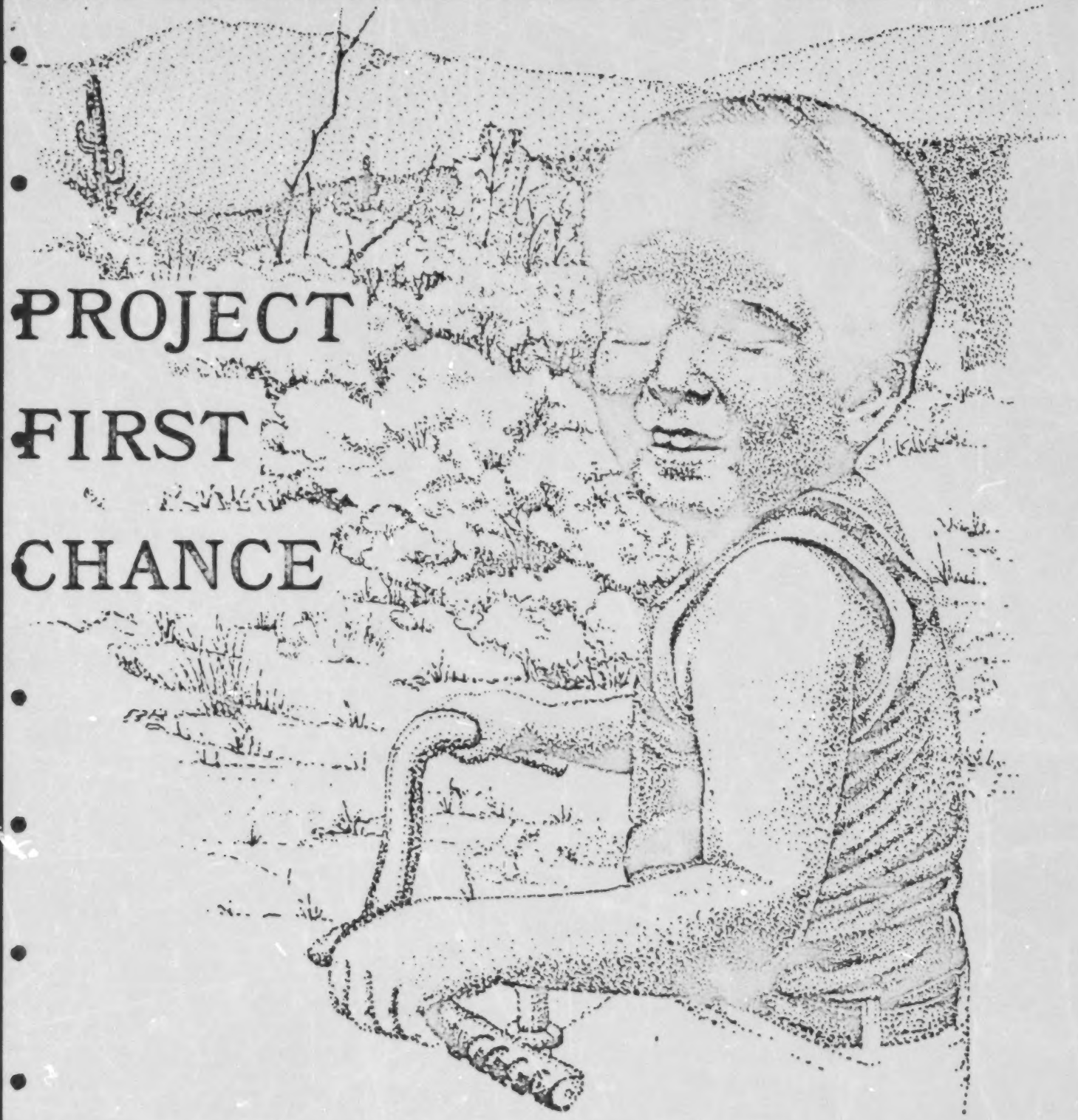

FIRST PRIORITY

A PUBLIC AWARENESS CONFERENCE ON THE UNMET NEEDS OF PRESCHOOL CHILDREN 0-5

IT'S THEIR FIRST CHANCE

IS IT YOUR FIRST PRIORITY?

PROJECT FIRST CHANCE
ARIZONA BEHAVIOR ANALYSIS MODEL PROGRAM

TRAINING SESSION
9/8/81 - 9/11/81

TUESDAY 9/8/81	9:00 a.m.	Introduction of Staff Slide Tape Presentation: "Welcome to My World" Overview of Model Components - Jeanne McCarthy Philosophy and Rationale The Process of Assessment ABACUS I.E.P. Group Activity Questions and Answers
WEDNESDAY 9/9/81	9:00 a.m.	Review of I.E.P. The Curriculum 1) Group Program Format 2) Individual Format Introduction to Data Monitoring 1) Introduce Sam Sample's Clipboard 2) Communication Inventory 3) Reinforcement Inventory 4) Individual Data Sheet Questions and Answers

PROJECT FIRST CHANCE STAFF:

Dr. Jeanne McCarthy, Director
Dr. Sharon Vaughn, Assistant Director

Genevieve Gallardo, Coordinator
Angela Roll, Classroom Teacher

THURSDAY 9/10/81	9:00 a.m.	Group Assignment
		Discuss Individual Programs
		Procedures for taking data
		Introduce M-3
		Baseline
		Dateline
		Daily Data Taking
		Daily Updating
		Probing
		Ending a Program
		Maintenance
		VTR
		Data Collection Sample
FRIDAY 9/11/81	9:00 a.m.	Review Individual Programs
		Introduction to the Language Curriculum
		Review Total Process
		Evaluation

*PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

PROGRAM

TRAINING SESSION

9/14-18/81

MONDAY

7:45 a.m.	Meet at Motel
8:00 a.m.	Orientation to Valencia
	Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project 889-8636
	Introduction to Staff
	Slide Tape Presentation: "WELCOME TO MY WORLD"
	Overview of Model Components Philosophy & Rationale
11:00 a.m.	The Process of Assessment ABACUS I.E.P.
12:00 NOON	LUNCH BREAK
1:00 p.m.	The Curriculum 1) Group Program Format 2) Individual Program Format
2:30 p.m.	Orchestrating the Classroom

*PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE
TRAINING SESSION

TUESDAY

8:00 a.m.	Introduction to Data Monitoring System 1) Introduce Sam Sample's Clipboard 2) Communication Inventory 3) Reinforcement Inventory 4) Individual Programs VTR - Presentation: "INVISIBLE OBSERVER"
10:00 a.m.	Group Assignment 1) I.E.P.
11:00 a.m.	Discuss Group Programs Procedures for taking data VTR - 1M - Group Programs
12:00 NOON	LUNCH BREAK
1:00 p.m.	Discuss Individual Programs Procedures for taking data Introduce M-2 Introduce M-3 Baseline Daily data taking Daily updating Probing Ending a program Maintenance Graphing

PROJECT FIRST CHANCE
TRAINING SESSION

WEDNESDAY

8:00 a.m.	Individual Assignment 1) Prepare M-2 Prepare M-3 VTR - 2M - Individual Program 2) Set up Materials for Individual and Group Programs 3) Role Playing VTR - Data Collection
11:00 a.m.	Questions and Answers
11:30 a.m.	LUNCH BREAK
1:00 p.m.	Introduction to Behavior Management
2:15 p.m.	Continuation of Behavior Management Interfering Behaviors M-4a M-5 M-5a Levels of Reinforcement

PROJECT FIRST CHANCE
TRAINING SESSION

THURSDAY

8:00 a.m.	Review Assignment
	Independent Assignment
	1) Prepare M-2 Prepare M-3
	2) Set up materials for a program
	Teach Program
	Question & Answer
9:45 a.m.	Communication
	VTR - COMMUNICATION SAMPLE
12:00 NOON	LUNCH BREAK
1:00 p.m.	Introduction to Language Curriculum
2:15 p.m.	Continuation of Language Curriculum

PROJECT FIRST CHANCE
TRAINING SESSION

FRIDAY

8:00 a.m.	Points on Home Programming
9:00 a.m.	End of the year transparencies
	What happens to the data?
	Why is the data important?
10:00 a.m.	Review total process
11:30 a.m.	Questions & Answers
	Evaluation
12:00 NOON	LUNCH BREAK

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION
2/23-26/82

Tuesday
2/23/82

Introduction and Review

Overview of Model Components
Philosophy and Rationale

Overview of Valencia School
Tour of the school

The Process of Assessment: Review

ABACUS: Review of Administration Techniques

LUNCH BREAK

The Process of Assessment: Review

ABACUS: How to Train Others

Wednesday
2/23/82

Developing and IEP: Review

Introduction to IEP
Introduction to Curriculum
Sample IEP
How to Train Others in IEP Development

LUNCH BREAK

Introduction to Data Monitoring System

1) Introduce Sam Samples's Clipboard
2) Communication Inventory
3) Reinforcement Inventory
4) Individual Programs

PROJECT FIRST CHANCE STAFF:

Dr. Jeanne McRae McCarthy, Director
Dr. Sharon R. Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher
Betty Ball, Project Secretary

Thursday
2/25/82

Individual Programs

Procedure for Taking Data
Introduce Modified Data Sheet
Baseline
Daily Data
Daily Updating
Probing
Ending a Program
Maintenance

Lunch Break

Individual Programs/Group Programs

How to Train Others to Utilize Individual and Group Programs

Friday
2/26/82

Introduction to Communication

Toilet Training Program

Classroom Management

Lunch Break

Review of Procedures and Materials for How to Train Others in Assessment, IEP Writing, Curriculum, and Data Monitoring

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION
1/12-14/82

TUESDAY
1/12/82

Introduction and Overview (Large Group)

Slide Tape Presentation:

"Welcome to My World"

Overview of Model Components

Philosophy and Rationale

The Process of Assessment (Large Group)

Overview of Norm-referenced Testing

Overview of Criterion-referenced Testing

Purpose of ABACUS Assessment

Lunch Break

ABACUS (Small Group)

Review Items

Administer ABACUS Items

Score and Interpret ABACUS

PROJECT FIRST CHANCE STAFF:

Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

WEDNESDAY
1/13/82

Review ABACUS (Small Group)

Developing an I.E.P. (Large Group)

Introduction to I.E.P.

Introduction to Curriculum

Lunch Break

I.E.P. Assignment (Small Group)

Determining I.E.P. Goals

Writing an I.E.P. - Abridged Form

Writing and I.E.P. - Standard Form

THURSDAY
1/14/82

Review of I.E.P. Process (Small Group)

Moving from Assessment to I.E.P. Writing

Scoring and ABACUS/Writing and I.E.P.

Lunch Break

Introduction to Data Monitoring System (Large Group)

Introduce Sam Sample's Clipboard

Communication Inventory

Reinforcement Inventory

Individual Programs

Technical Site Visit

Proposed Schedule
November 9 & 10, 1981

Consultant	Monday	Tuesday	Materials Needed
McCarthy	8:00 - Welcoming 9:00 - Lee--E.C. 10:00 - Bowie--K/MH 11:00 - Lunch 12:00 - Travel to Houston 1:00 - Region IV AWARENESS 75 to 100 Expected	8:00 - Adm. Bldg. 9:30 - --K-3 Principal Meeting 11:30 - Lunch with trainers & K debr...fing (10 persons) 2:30 - E.C. Staff Meeting (10 persons)	1. Black copy of Home Program packet 2. Film--Invisable Observer (Spotting) 3. Film--Individual Training Units 4. Materials needed for Awareness Session 5. Training materials for Communication Section 6. Worksheets for Guided Observation 7. Kindergarten Materials that would help us facilitate implementation (modified data sheets) 8. Additional items to consider ·Video Tapes for review ·Screening materials ·Materials used for training ·Handouts for sessions, #'s in boxes on schedule
Vaughn	8:00 - Welcoming 9:00 - Observation Lunch & 11:30 - Observe K at Lee 1:00 - Discuss K. implementation with Coordinators 2:45 - K teachers meeting/MH teachers (35 persons) AT LEE ELEM	8:00 - Socialization Training 9:00 - ↓ 11:30 - Lunch Meeting with trainers & K debriefing 2:30 - E.C. Staff Meeting.	
Gallardo	8:00 - Welcoming 9:00 - Lee, E.C. observation and lunch 12:00 - Discussion with E.C. Staff (8 persons) 1:00 - Continue Technical Assistance to EC Staff 2:15 - Meeting with MH, Sp.T and E.C. Staff on Communication Section AT LEE ELEM.	8:00 - Training in Socialization Section 9:00 - Technical Assistance Training Methods & Materials (5-7 persons) 11:30 - Meet with Trainers 2:30 - E.C. Staff Meeting (10 persons)	

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION
11/6/81

FRIDAY

8:00 a.m.	Orientation to Valencia
	Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project Phone 889-8636
	Introduction to Staff
	Slide Tape Presentation: "WELCOME TO MY WORLD"
	Overview of Model Components Philosophy & Rationale
10:00 a.m.	The Process of Assessment
	ABACUS
12:00 NOON	LUNCH BREAK
1:00 p.m.	I.E.P.
	Developing an I.E.P.
	Use of Curriculum
2:30 p.m.	Group Assignment
	Sample Face Sheet

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE

ARIZONA BEHAVIOR ANALYSIS MODEL

TRAINING SESSION

12/7-10/81

MONDAY

8:00 a.m.	Orientation to Valencia Valencia Adaptive Education Center Drexel and Campbell Phone 294-1411 Project Phone 889-8636 Introduction to Staff Slide Tape Presentation: "WELCOME TO MY WORLD" Overview of Model Components Philosophy & Rationale
11:00 a.m.	The Process of Assessment ABACUS I.E.P.
12:00 NOON	LUNCH BREAK
1:00 p.m.	The Curriculum 1) Group Program Format 2) Individual Program Format
2:30 p.m.	Orchestrating the Classroom

PROJECT FIRST CHANCE STAFF:
Dr. Jeanne McRae McCarthy, Director
Dr. Sharon Vaughn, Assistant Director
Genevieve Gallardo, Coordinator of Personnel Development
Angela Roll, Classroom Teacher

PROJECT FIRST CHANCE
TRAINING SESSION

TUESDAY

8:00 a.m.	<u>Introduction to Data Monitoring System</u> 1) Introduce Sam Sample's Clipboard 2) Communication Inventory 3) Reinforcement Inventory 4) Individual Programs VTR - Presentation: "INVISIBLE OBSERVER"
10:00 a.m.	Group Assignment 1) I.E.P.
11:00 a.m.	<u>Discuss Group Programs</u> Procedures for taking data VTR - 1M - Group Programs
12:00 NOON	<u>LUNCH BREAK</u>
1:00 p.m.	<u>Discuss Individual Programs</u> Procedures for taking data Introduce M-2 Introduce M-3 Baseline Daily data taking Daily updating Probing Ending a program Maintenance Graphing

PROJECT FIRST CHANCE
TRAINING SESSION

WEDNESDAY

8:00 a.m.	Individual Assignment 1) Prepare M-2 Prepare M-3 VTR - 2M - Individual Program 2) Set up Materials for Individual and Group Programs 3) Role Playing VTR - Data Collection
11:00 a.m.	Questions and Answers
11:30 a.m.	LUNCH BREAK
1:00 p.m.	Introduction to Behavior Management
2:15 p.m.	Continuation of Behavior Management Interfering Behaviors M-4a M-5 M-5a Levels of Reinforcement

PROJECT FIRST CHANCE
TRAINING SESSION

THURSDAY

8:00 a.m.	Review Assignment
	Independent Assignment
	1) Prepare M-2 Prepare M-3
	2) Set up materials for a program
9:00 a.m.	Introduction to Language Curriculum
	Communication Sample
12:00 NOON	LUNCH BREAK
1:00 p.m.	Points on Home Programming
2:00 p.m.	End of the year transparencies
	What happens to the data?
	Why is the data important?
3:00 p.m.	Review total process
	Questions & Answers
	Evaluation

Sierra Vista Workshop

1. Some parents choose to send their children to preschool. Some parents choose not to send their children to preschool. Why did you choose to send your child to preschool?

2. How do you know your child benefits from preschool?

3. If you were a preschool teacher, what kinds of activities would you provide?

! ! ! WELCOME ! ! !

TO THE

EDUCATIONAL INTERVENTION FOR PRESCHOOLERS

(E.I.P.)

PROGRAM

Day Care teachers play an important role in the overall education of preschool children. You spend a great deal of time with the children and are aware of skills that each child can or cannot perform. You know of specific activities that children enjoy and are using them in your teaching. As a Day Care teacher, you are providing an important educational link between home and future school programming.

The training program consists of many parts: Assessment, Child Management Techniques, Educational Programs, Schedules, Individual and Group Teaching, Charting Progress, and Evaluation. Upon completion of the training program, you will have enough information for planning and implementing well rounded education programs for the Day Care children.

Please remember - - anytime you have questions, the staff of

PROJECT FIRST CHANCE

will be happy to talk to you!

889-8636

Genevieve Gallardo

Shari Vaughn

INTRODUCTION TO ASSESSMENT AND SCREENING

The assessment of a child helps you to get specific information on what the child can and cannot do. This information will help you to find out where the child is in different areas such as Communication, Body Management, Self-Care, Pre-Academics, and Socialization skills.

From this information, you will need to make decisions on which skills need to be taught, and where to start teaching with each child.

A.B.A.C.U.S.

ARIZONA BEHAVIOR ANALYSIS CRITERION UTILIZATION SCALE

The ABACUS is an assessment tool which has 209 items. These items are included in five broad areas of the curriculum: Body Management, Self-Care, Communication, Pre-Academics, and Socialization.

The ABACUS gives a profile on each child's knowledge and skill in each of the above developmental areas. This information provides the starting point for planning educational programs appropriate to each child's needs. The assessment gives specific information on what the child can and cannot do. From this information, a list of "priority" needs are made for each child. Decisions are then made on what skills need to be taught first. The ABACUS, together with teacher/parent judgment, leads to appropriate curriculum planning and teaching.

GUIDE FOR ADMINISTERING AND SCORING THE ABACUS

The primary goal of assessment is to obtain the highest possible performance of the child. It is best to wait until the child is comfortable and settled into the classroom. A corner of the classroom can be screened in order to maintain the child's attention.

A testing period of short-time spans (5 to 15 minutes) has been found most satisfactory.

It has been found helpful to assess all children in one developmental area before moving into other areas.

Example: The materials needed for Body Management can be made available for all the children before the teacher moves into another developmental area.

The order of testing the developmental areas can be varied with the exception of Communication which is given last. The communication skills are the most important single element in the education of a young child. For this reason, the Communication portion of the ABACUS is completed last in order to obtain the highest performance from each child.

The ABACUS is set up so that all necessary information for administering the items is contained on each page. The criteria is spelled out, and the cue is highlighted in quotation marks. The cue must be used as directed. The data record for pre/post testing follows the cue. Scoring has been kept to a simple "+" or "0" to show correct and incorrect responses.

IMPORTANT: While you are admistering the items on the ABACUS, the child is not reinforced for correct or incorrect responses.

The teacher may, however, positively reinforce attending behaviors, remaining in seat, and task completion. Such phrases as: "You are ready to work." - "I like the way you are sitting." - "You finished that one." - may be useful during the assessment.

WHERE TO BEGIN TESTING (GUIDELINES)

Guidelines on where to begin testing will be gained from teacher observation.

It is not necessary to start with Item I in each developmental area. It is important to begin testing at a level where success will be insured. Testing is continued until a child has 3 failures in a row.

After completing each developmental area, the data for each item is transferred to the white face sheet by drawing a connecting line through the number corresponding to each item successfully completed. No mark is made on items that were not correct.

Mark pre-test in green ink and post-test in red ink.

EXAMPLE:

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.

Teacher judgment on where to begin teaching is an IMPORTANT factor in the Assessment process.

PROJECT PROFILE: EDUCATIONAL INTERVENTION FOR PRESCHOOLERS (E.I.P.)

In 1972, the President's Committee on Developmental Disabilities defined developmental disorders as the classic condition plus any other conditions which are likely to prevent a child from achieving optimum growth and development in any of the social, emotional, intellectual, language and physical realms considered singly or in combination.

Project E.I.P. will begin to develop an awareness around parents and day care center teachers of how to recognize the child with mild-to-moderate developmental delays and to provide assessment information as well as educational programs in order to help in reducing developmental delays, utilizing both parent training and professional assistance.

Services provided through this program will begin to alleviate early learning or adjustment problems of the preschool-age child (2-5 years) who regularly attends a day care center in the City of Tucson.

The purpose of the project is fourfold:

1. To train parents and primary caregivers who work in day care centers in identifying and caring for mild-to-moderate developmentally delayed children.

2. Caregivers will be trained in developmental assessment and educational programing by Project First Chance staff. Project First Chance was developed at the University of Arizona as a model for educating preschool handicapped children. The model includes developmental assessment tool (ABACUS) and a corresponding curriculum for the development of Individual Educational Programs. The areas of programing include: Fine and Gross motor, preacademics, socialization, self-help and communication.

3. Parents of the targeted population will also receive training to sensitize them to the special needs of their child and to provide them with skills to teach their child at home.

4. Children who need more intensive remediation or therapy than can be offered by this program will be referred to appropriate community agencies.

With the successful implementation of this program, we will endeavor to help each child to develop necessary developmental skills appropriate to his/her age so that he/she can make the maximum contribution to society consistent with his/her potential.

SP:gr
TACC/10/8/80

Tucson, Arizona 85716

PROJECT PROFILE: EDUCATIONAL INTERVENTION FOR PRESCHOOLERS (E.I.P.)

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SP:gr
TACC/10/8/80

[illegible] South Tucson Blvd., Suite 211
Tucson, Arizona 85716

PROJECT PROFILE: EDUCATIONAL INTERVENTION FOR PRESCHOOLERS (E.I.P.)

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1. To train parents and primary caregivers who work in day care centers in identifying and caring for mild-to-moderate developmentally delayed children.

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With the successful implementation of this program, we will endeavor to help each child to develop necessary developmental skills appropriate to his/her age so that he/she can make the maximum contribution to society consistent with his/her potential.

SP:gr
TACC/10/8/80

PROJECT E.I.P. SCHOOLS

A MOUNTAIN Director; Barbara Hill
1665 S CHOLLA (13)
882-3872

EL PUEBLO Director: Chris White
101 W Irvington (14)
294-5549

EL RIO Director: Mary Moraga
1390 W Speedway (05)
623-5912

MANPOWER Director: Pearlie Pridett
745 N 5 Ave (05)
791-9460

MENLO PARK Director:Maria Castro
150 S Westmoreland (05)
882-0523

PASCUA Director: Eva Montez
2265 N Calle Central (05)
623-3817

PEGGY'S DAY CARE Director: Peggy Bromley
800 S Tucson (16)
624-7626

CHILDREN"S LIVING AND LEARNING
Director: Jane Willsey
3025 N Winstel (16)
327-1929

UNITED CHILD CARE Director: Paula Hokanson
2199 E 36 ST (13)
623-4454

APPENDIX B

LOG OF PARTICIPANTS TRAINED

copy

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE 12/7-10/81

LOCATION VALENCIA ELEMENTARY COORDINATOR P.F.C.

PROJECT PARKER HEAD START

NAME	SCHOOL	POSITION
Mamia Torres	C.R.I.T Head Start	Teacher Aide
Susie Tahlu	C.R.I.T Headstart	Teacher Aide
Debbie Eddy	CRIT Headstart	Special Service Aide
Dorita Drenkan	C.R.I.T. HeadStart	Teacher's Aide
Betty Lewis	CRIT Head Start	Teacher

Copy

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY Project First Chance DATE Jan 25-28-82

LOCATION Valencia Elementry COORDINATOR PFC / Sells

PROJECT Sells Headstart

NAME	SCHOOL	POSITION
Louis Norris	Home Start	Supervisor
Frances Johnson	Early Child Lowr	Teacher-Aide
Madeline Matthews	Early Childhood Head Start	Handicap Coord -
Sylvia Mabana	San Xavier Pre-Sch.	Head Teacher
Gula Enos	Chuichu Pre-Sch	Teacher
Nelson A. Miguel	San Lucy Ch Ts	Coordinator
Nisto Ramon	Pisinemo Pre-School	Teacher-Aide
Patsy Marks	Santa Rosa	Teacher
Susan Sam	Vaya Chin	Teacher

Copy

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY Project First Chance DATE Jan Feb 1-4

LOCATION Valencia COORDINATOR PFC

PROJECT Sells Headstart

NAME	SCHOOL	POSITION
Gladys Garcia	Sells Early Childhood Headstart	Teacher
Diane Jose	Sells " " "	Teacher
[illegible]	[illegible]	[illegible]
Lucyanna Miranda	San Lucy	teacher
Mary Wood	Santa Rosa	Teacher-aide
Helen Miguel	Vaya Chin	Teacher-aide
Letitia Garcia	Chuichu Center	Teacher aide
Christine Lopez	Sells EC/H.S.	teacher
Florence Hernandez	San Xavier	T/H.

EDUCATION SERVICE CENTER, REGION VI (29, 30, 31)

PARTICIPANT REGISTRATION

27-31

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE JULY 31, 1981

LOCATION ESC, Region VI, Huntsville, Texas COORDINATOR Al Stewart

NAME	SCHOOL	POSITION
Jacque Minter	RDC Conroe	EC Teach
Suzette Moore	Rice - Conroe	E.C. Teacher
Sylvia Ashorn	RDC Conroe	Aide
Dorothy Cranson	Brenham ISD	Ed Diag.
Tricia Knight	Oak Ridge - Conroe	E/C Teacher
Mary Gray	Rice - Conroe	Aide
Barbara Coleman	Huntsville ISD	EC Teacher
Phoebe Smith	Brenham	EC teacher
Lois Junin	Brenham	Aide
Marsha West	Bryan ISD	EC teacher
Jim Andrig	"	principal
Florence Williams	"	aide
Anita Natale	Conroe ISD	Ed Diag

ESC 2/23

copy

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE 11/30 -12/3/81

LOCATION VALENCIA SCHOOL COORDINATOR P.F.C.

PROJECT PROJECT FULL POTENTIAL

NAME	SCHOOL	POSITION
Ruby Nez		
Alda Sigel	Teacher Project Full Potential, California	

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE Sept.21-25

LOCATION VALENCIA ELEMENTARY SCHOOL COORDINATOR PROJECT FIRST CHANCE/ FT.WORTH TEXAS

NAME	SCHOOL	POSITION
Dianne Patrick	Lewisville, Tx 150	teacher
Rita Garrison	" " "	Aide

STAFF SIGNATURE FORM

Workshop: Project First Chance Curriculum

Date: July 9, 1982

Trainer: Genevieve C Gallardo

The listed staff have received the above training.

NAME	AGENCY	ADDRESS
1. Patricia Johnson	Child Care / Preschool Child Support Services - ACS	MDCCC DPCA - ACS HQFH, Ft. Huachuca Ft.
2. Tom Rogers	ARMY COMMUNITY SERVICE - CHILD SPT SVCS	ACS, BLDG 50010 FT. HUACHUCA AZ 85613
3. Diane T. Smith	Governors Council - Day Care Mainstreaming Project -	115 A Arizona St - Ft Hu
4. Dora Sierra	Maestros Niños pre school DARC	3 and B Douglas
5. Norma Rodriguez	CHILD CARE CENTER (RODRIGUEZ)	1009-8th DOUGLAS ARIZ.
6. Emma Botello	Rodrigez Child Care Center	1800-5th Street DOUGLAS, ARIZONA
7. Christy Cornelius	SHARC Preschool	Box 2241 Sierra Vista AZ
8. Luz Ramirez	Santa Cruz Training School	Nogales Az
9. Margaret Woodruff	Santa Cruz Training School	" "
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE Sept ~~14-18~~ 14-16

LOCATION VALENCIA ELEMENTARY Bull Head City COORDINATOR PROJECT FIRST CHANCE/ BULLHEAD CITY

NAME	SCHOOL	POSITION
Betsy Ellis	Mohave Valley El.	Aide (Val)
Valerie Secrist	Mohave Valley El.	Teacher
Harry Norris	Mohave Valley El	Psych.
Joey Norman	Mohave Valley El.	Speech Aide
LYNN SPRINGENBERG	MOHAVE VALLEY EL.	SPEECH THERAPIST

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE Sept. 8-11

LOCATION VALENCIA ELEMENTARY SCHOOL COORDINATOR PROJECT FIRST CHANCE/ PROJECT AMOR

NAME	SCHOOL	POSITION
Martha E Alderete	AMOR	Teacher
Sylvia P Guerrero	AMOR	Teacher
Rosemary Miller	Univ of Ariz.	Student
Raymond Alvarado	AMOR	Program Director

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY Project First Chance DATE March 8, 9, 82

LOCATION Valencia Elementary School COORDINATOR PFC / Project Amor

NAME	SCHOOL	POSITION
Martha R Alderete	A M O R	Teacher
Sylvia P Guerrero	A M O R	Teacher

THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION
Department of Special Education

November 4, 1981

Social Development for Preschool Handicapped Project

1. Sarah L. Maynes
2. Julie E. Golder
3. Christine R. Pate
4. Nancy Gyplosti
5. Pamela Roden-Rider
6. Susie Peterson

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY PROJECT FIRST CHANCE TRAINING DATE 11/ 2/81-11/5/81

LOCATION VALENCIA SCHOOL COORDINATOR P.F.C.

PROJECT SELLS INFANT STIMULATION PROGRAM SELLS ARIZONA

NAME	SCHOOL	POSITION
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY Project Yaqui DATE Feb-16-83

LOCATION [illegible] School COORDINATOR PFC

NAME	SCHOOL	POSITION
[illegible]	Project Yaqui	[illegible]
Sharon Richey	" "	Teacher
Jenny Murrietta	"	Resource Asst
Maggie Escalante	" "	Resource Aide
[illegible]	" "	Teacher
[illegible]	" "	Consultant

PARTICIPANT REGISTRATION

TITLE OF ACTIVITY Project Yaqui DATE Feb-16-83

LOCATION [illegible] School COORDINATOR PFC

NAME	SCHOOL	POSITION
[illegible]	Project Yaqui	Div
Sharon Richey	" "	Teacher
Jenny Murrietta	"	Resource Asst
Maggie Escalante	" "	Resource Aide
Linda [illegible]	" "	Teacher
[illegible]	" "	Consultant

El Pueblo: Chris White (NORMA)

1. Adrian A...b
2. Gabriel Salas

A Mountain: Barbara Hill (Ruby)

1. Jesse Gonzales
2. Chris Haynes

El Rio: MARY MARAGA (BABS)

1. Elizabeth
2. - Lopez
3. Ranette

Living / Learning: Jane Wilsey

1. Jesse Geist
2. ~~Eno~~ ~~Miguel~~ Michael Polotta
3. Jennifer Webster
4. Tony Sipes
5. Jason Allen

United Child Care: 36th Plumer

Paula Hokanson, dir. Rosa

1. Trina Moore
2. Damon Byrd
3. Arie Elkins
4. Christie Combs
5. Michael Whimper
6. Chris Harmenson
7. — Kanter

Peggy's Day Care: Tucson 22

Peggy's Bromley

1. Genevieve Davis
2. Vanessa Enriquez
3. Micha Simpson
4. Eric Smith
5. Maria Smith
6. Brian ____ (toddler)
7. Galand ____

(lunch at 10:30 - 11:00)

4 children per student.

Wingfield

Marjorie: ~~Peggy's Day Care~~ United Child Care
Margaret Dixon (8-10) Children's Liv. + Learning.
Anna Kelly: ~~United Child Care~~ Jane + Nancy Peggy's
Jane Brouillette: ~~United Child Care~~ United Child Care
Christy Welko: 8:30-12 Children's Living / Learning.
Jane + Bruce.
Maria Toledo: Peggy's Day Care
Rosemary: United Child Care.

Jean Voyles ?
Meg ?
Arlene ?

APPENDIX B

STATEMENT OF COMMITTMENT: SAMPLE COPIES

MOHAVE VALLEY SCHOOL DISTRICT

PROJECT FIRST CHANCE OUTREACH MODEL

Participation in the Project First Chance Interactive Outreach Project involves the following responsibilities for PROJECT FIRST CHANCE and the MOHAVE VALLEY SCHOOL DISTRICT.

PROJECT FIRST CHANCE RESPONSIBILITIES	MOHAVE VALLEY SCHOOL DISTRICT RESPONSIBILITIES
Provide curriculum guides, and assessment materials for each training participant. (5 sets)	Utilize the MOHAVE VALLEY SCHOOL DISTRICT PRESCHOOL HANDICAPPED PROGRAM consisting of a minimum of 6 students, between the ages of 3-5 to serve as a model demonstration program.
Provide three days of training for the Mohave Valley School District Preschool Handicapped Program Director, teacher, teacher aide, language specialist, and language specialist aide.	Replicate the follwoing components of PROJECT FIRST CHANCE MODEL for the school year 1981-82: 1. Criterion-Referenced Assessment (ABACUS) 2. Individual Education Plan (I.E.P.) 3. Modified Systematic Data Monitoring System 4. Curriculum Format and Core Content a) Individual Programs b) Group Programs 5. Child Progress Evaluation a) Pre-Post ABACUS b) Individual and Group Programming Data
Provide two follow-up on site training visits to Mohave Valley School District Preschool Handicapped classroom.	
Provide technical assistance by telephone and mail as specific requests are made.	
Provide Mohave Valley School District Preschool Handicapped Program Director with analysis of student progress reports.	
	Release classroom teacher aide, language specilist and language aide for three days of training in Mohave Valley, AZ. (Sept. 14-16, 1981)
	Reproduce PROJECT FIRST CHANCE training materials for classroom, as needed.
	Provide transportation and perdiem for two PROJECT FIRST CHANCE personnel providing on-site training
	Request additional technical assistance from PROJECT FIRST CHANCE personnel as needed.

STATEMENT OF COMMITMENT

We agree to meet the responsibilites outlined and to coordinate with PROJECT FIRST CHANCE AND THE MOHAVE VALLEY SCHOOL DISTRICT.

Jeanne McRae McCarthy, Ph.D.
Director
PROJECT FIRST CHANCE

Harry Norris
Director
MOHAVE VALLEY PRESCHOOL HANDICAPPED PROGRAM

PROJECT AMOR

PROJECT FIRST CHANCE OUTREACH MODEL

Participation in the Project First Chance Interactive Outreach Project involves the following responsibilities for PROJECT FIRST CHANCE and the PROJECT AMOR PROGRAM.

PROJECT FIRST CHANCE RESPONSIBILITIES	PROJECT AMOR RESPONSIBILITIES
Provide curriculum guides, and assessment materials for each training participant. (4 sets)	Utilize the PROJECT AMOR Program consisting of a minimum of 6 students, between the ages of 3-5 to serve as a model demonstration program.
Provide four days of training (4½ hours each day) for the PROJECT AMOR Program Director, two teacher assistans, and one observer. (Sept. 8-11, 1981)	Replicate the following components of PROJECT FIRST CHANCE MODEL for the school year 1981-82: 1. Criterion-Referenced Assessment (ABACUS 2. Individual Education Plan (I.E.P.) 3. Modified Systematic Data Monitoring System 4. Curriculum Format and Core Content a) Individual Programs 5. Child Progress Evluation a) Pre/Post ABACUS
Provide two follow-up on site training visits to both PROJECT AMOR preschool classrooms. 1. Oct. 8, 1981 N.W. Neighborhood Center 2. October 9, 1981 House of Neighborly Services	Release two teacher assistants, one observer and the PROJECT AMOR Program Director for four days of training. (Sept. 8-11, 1981)
Provide technical assistance by telephone and mail as specific requests are made.	Provide student progress data for analysis by PROJECT FIRST CHANCE.
Provide PROJECT AMOR Program Director with analysis of student progress reports.	Reproduce PROJECT FIRST CHANCE training materials for classroom, as needed.
	Request additional technical assistance from PROJECT FIRST CHANCE PERSONNEL, as needed.

STATEMENT OF COMMITMENT

We agree to meet the responsibilities outlined and to coordinate with PROJECT FIRST CHANCE and the PROJECT AMOR PROGRAM.

Jeanne McRae McCarthy, Ph.D.
Director
PROJECT FIRST CHANCE

Date 10/14/81

Ray Alvarado
Director
PROJECT AMOR

Date

EDUCATION INTERVENTION FOR PRESCHOOLERS (E.I.P.)

PROJECT FIRST CHANCE OUTREACH MODEL

Participation in the Project First Chance Interactive Outreach Model involves the following responsibilities for PROJECT FIRST CHANCE and TUCSON ASSOCIATION FOR CHILD CARE CENTERS, INC., and the selected OUTREACH CENTERS.

PROJECT FIRST CHANCE RESPONSIBILITIES	TACC RESPONSIBILITIES	OUTREACH CENTERS RESPONSIBILITIES
Provide training for 22 staff members from Peggy's Day Care, Children's Living and Learning Center, and United Child Care.	Provide copies of data on assessment and training to Project First Chance.	Release staff for training and meetings.
Provide technical assistance as requested.	Select three new centers in addition to the six centers served during the 1980-81 FY, to serve at least 20 developmentally delayed children.	Provide child population.
Provide graduate students from October 12-30, 1981; 8:00 a.m.-12:00 noon to assist with student observations, testing, and training of day care teachers.	Obtain released time for staff training.	Initiate and maintain records on children.
Provide a consultant for one hour per week.	Monitor and assist centers in implementing the Project First Chance model.	Assess the child population cooperatively with graduate students.
Prepare and distribute training materials. (3 curriculums and 20 ABACUS tests)	Provide Project First Chance with the data on the number of ABACUS protocols reproduced.	Develop and update programs on children.
Assist in evaluating the project.	Involve TACC advisory board.	Cooperate with TACC and Project First Chance.
Provide training for the E.I.P. Coordinator.	Coordinate the project.	Obtain parental consent forms.
	Distribure information on each Outreach center (maps, names of personnel, etc.)	
	Evaluate program.	

STATEMENT OF COMMITMENT

We agree to meet the responsibilities outlined and to coordinate with the PROJECT FIRST CHANCE and PROJECT EDUCATION INTERVENTION FOR PRESCHOOLERS PROGRAM.

Jeanne McCarthy

Jeanne McRae McCarthy, Ph.D.
Director
PROJECT FIRST CHANCE

Date:_____

_____
Susie Peterson
Director
PROJECT EDUCATION INTERVENTION
FOR PRESCHOOLERS (E.I.P.)

Date:_____

O.N.E.O. HEADSTART SPECIAL EDUCATION PROJECT

PROJECT FIRST CHANCE OUTREACH MODEL

Participation in the Project First Chance Interactive Outreach Model involves the following responsibilities for PROJECT FIRST CHANCE and O.N.E.O. HEADSTART SPECIAL EDUCATION PROJECT.

PROJECT FIRST CHANCE RESPONSIBILITIES	O.N.E.O. HEADSTART SPECIAL EDUCATION RESPONSIBILITIES
Provide curriculum guides and assessment materials for each training site represented. (20 sets)	Replicate the following components of Project First Chance Model for the school year 1981-82: 1. Criterion-Referenced Assessment (ABACUS) 2. Individual Education Plan (I.E.P.) 3. Modified Systematic Data Monitoring System 4. Curriculum Format and Core Content a) Individual Programs b) Group Programs 5. Child Progress Evaluation a) Pre-Post ABACUS b) Individual and Group Programming Data
Provide three days of training for the fifty-five coordinators and teachers representing twenty program sites. (Nov. 17-19, 1981)	Provide release time, transportation and per diem for staff to attend three days of training. (Nov. 17-19, 1981)
Provide two follow-up on site training visits to the O.N.E.O. Headstart Special Education Project main site in Tsaile, AZ.	Reproduce Project First Chance materials for classroom, as needed.
Provide technical assistance, as requested.	Request additional technical assistance from Project First Chance personnel, as needed.
Provide Project director with analysis of student progress reports.	

STATEMENT OF COMMITMENT

We agree to meet the responsibilities outlined and to coordinate with PROJECT FIRST CHANCE and the O.N.E.O. HEADSTART SPECIAL EDUCATION PROGRAM.

Jeanne McRae McCarthy, Ph.D. Director PROJECT FIRST CHANCE	Jane Parrish Director O.N.E.O. HEADSTART SPECIAL EDUCATION PROGRAM
Date:_____	Date:_____

PROJECT FULL POTENTIAL

PROJECT FIRST CHANCE OUTREACH MODEL

Participation in the Project First Chance Interactive Outreach Model involves the following responsibilities for PROJECT FIRST CHANCE and PROJECT FULL POTENTIAL.

PROJECT FIRST CHANCE RESPONSIBILITIES	PROJECT FULL POTENTIAL RESPONSIBILITIES
Provide a curriculum guide and assessment materials for each training participant. (1 set)	Utilize the Project Full Potential consisting of a minimum of six students to serve as a model demonstration site.
Provide five days of training for the Project Full Potential teacher. (Nov. 30 - Dec. 4, 1981)	Replicate the following components of Project First Chance Model for the School year 1981-82: 1. Criterion-Referenced Assessment (ABACUS) 2. Individual Education Plan (I.E.P.) 3. Modified Systematic Data Monitoring System 4. Curriculum Format and Core Content a) Individual Programs b) Group Programs 5. Child Progress Evaluation a) Pre-Post ABACUS b) Individual and Group Programming Data
Provide technical assistance, as requested.	Provide release time, transportation and per diem for staff to attend five days of training. (Nov. 30-Dec. 4, 1981)
Provide Project Full Potential teacher with analysis of student progress reports.	Reproduce Project First Chance materials for classroom, as needed. Request additional technical assistance from Project First Chance personnel, as needed.

STATEMENT OF COMMITMENT

We agree to meet the responsibilities outlined and to coordinate with PROJECT FIRST CHANCE and PROJECT FULL POTENTIAL.

Jeanne McRae McCarthy, Ph.D. Director PROJECT FIRST CHANCE	Allan Siegal Teacher PROJECT FULL POTENTIAL
Date:_____	Date:_____

APPENDIX B

LOG OF PARENT CONTACT

LOG OF CONTACT

OUTREACH PARENT CONTACTS 1980-81

DATE	CONTACT PERSON	
10/1	A Roll → Mrs Ramirez	called to ask about Drs appt. & [illegible] [illegible] to swim. Said [illegible] C is [illegible]
10/1	A Roll – Chinas Aunt	called to find out why she was not in school
10/1	A Roll [illegible]	called to [illegible] about [illegible] Talked [illegible]
10/1	A.R. & SS c̄ Mrs Collins	Home visit discuss Pr. F.C. & sign papers
10/2	AR = Mrs Collins	[illegible] arrangement
10/8	AR c̄ Mrs Menchaca	Made appt for MD staffing and discussed [illegible]'s behavior
10/9	AR c̄ Mrs Savala	re Georges wetting a dirtying. Talked about we were going to do at school
10/10	AR " "	[illegible] about [illegible] [illegible]
10/10	AR [illegible]	[illegible] for staffing and [illegible] about [illegible]
10/10	AR Chinas Aunt	Asked [illegible] to [illegible] [illegible] about Chinas [illegible]
10/15	AR c̄ Mrs Collins	Mrs C called to see if children were leaving early
10/18	AR c̄ Mrs Collins	Discuss further leaving test that will be [illegible]
10/19	AR c̄ Mrs Collins	Ask why Johnny was absent
10/19	AR [illegible] Ramirez	[illegible] only for lunch discussed Drs appt
10/19	AR c̄ Mrs [illegible]	[illegible]
10/22	AR c̄ Mrs Collins	[illegible]
10/21	AR [illegible] (Savala)	[illegible]
[illegible]	[illegible]	[illegible] for [illegible]
10/23	[illegible] Savala	[illegible]
		Talked about Chinas progress & needs
10/27	AR / Mrs Collins	" " Dental appt. & class progress
10/27	AR / Mrs Menchaca	George's hard day
10/27	AR / [illegible] " "	re: [illegible]
10/2[illegible]	AR / [illegible]	re Claudia's [illegible]

LOG OF CONTACT Parent contacts

OUTREACH

DATE	CONTACT PERSON	
[illegible]	A R[illegible]	Re: [illegible]
10/29	A Roll/Mrs Collins	Asked about dentist appt.
11/2	A Roll/Ms Ramirez	Re Claudia's problem c̄ bus
11/2	AR Ms Richards	Michael out today
11/2	AR Chris's [illegible]	Re Chris's Absence
11/4	AR Ms [illegible]	re picture
11/4	[illegible]	[illegible] /snack
11/5	[illegible]	[illegible] Dr. appt.
12/-	AR Ms Collins	re. Johnny's progress
[illegible]	AR [illegible]	re Michael's Dr appt
11/[illegible]	[illegible]	[illegible]
1/82	AR Ms Savala	Spoke on the phone 3 times re. toileting
2/82	AR, Nurse & Ms Savala	Met re toileting
1/82	AR Mrs Collins	Re. shots
1/82	AR Ms Ramirez	Re how Claudia was doing
2/[illegible]/82	AR [illegible]	Re snack & how she was doing
2/12/82	AR Ms Ramirez	Observed in class
2/8/82	AR / Mrs [illegible]	Asked about [illegible]
1+[illegible]	AR/Mrs [illegible]	Had 5-6 contacts re lost [illegible]

OUTREACH

PARENT CONTACTS

DATE	CONTACT PERSON	
3/24	AR / Mrs Savala	Re: GEORGE's behavior (will not ride bus home)
4/1	AR / Ms Menchaca	re homework / progress
4/15	AR / Ms Younglove	re: moving and progress
4/18	AR / Ms Savala	George's Drapet & going to school
4/19	[illegible] / R / Mr Menchaca	George's problem on the bus
4/27	A Roll & Sergio Mom	Talked about snack & IEP confer
4/29	AR / Ms Collins	got a note & sent note to Ms Collins & [illegible]
		" "
	Ms & Mrs Ramirez	" " " "
5/4	Ms Savala	talked about swimming & George's Drapet
5/7	Ms Collins	Johnny re: bus
5/10	Ms Savala	Staffing & George's Drapet
5/17	Ms Savala	Re - G's treatment
5/18	Ms Savala	George's treatment
5/19	Ms Savala	George's treatment
5/20	Mr People	Staffing for Joe
[illegible]	Mrs [illegible]	Staffing for Steven
	[illegible]	[illegible] George
[illegible]	Mrs [illegible]	[illegible]
	[illegible]	[illegible]
5/25	"	Re Steven's placement will meet
5/26	Mrs [illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	Mr People	[illegible] Joe [illegible]

APPENDIX B

LOG OF VISITERS TO MODEL DEOMONSTRATION SITE

LOG OF CONTACT

OUTREACH

GUEST SIGN IN SHEET

DATE	CONTACT PERSON	
9/5/81	China's aunt	visit first day of school 1/2 hr
9/4/81	[illegible]	University of Arizona
9-8-81	Martha Alderete	IMOR 9/8/81 - 9/11/81
9/8/81	J. McCarthy	U of A
9/8/81	Margaret Dixon	U. of A. 9/5/81 - 9/11/81
9/5/81	[illegible]	U of A 9/8/81 - 9/11/81
9/5/81	[illegible]	A.M.O.R 9/5/81 - 9/11/81
9/5/81	[illegible]	
9/5/81	[illegible]	AMOR 9/8/81 - 9/11/81
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	University of Arizona
10/12/81	Linda [illegible]	PACC - NEW OVERVIEW PFC
10/14/81	Linda [illegible]	T.ACC 2 days
[illegible]	[illegible]	C.P. Foundation (visit)
[illegible]	Kimberly Amini	C.P. Foundation (visit)
[illegible]	JoAnn	C.P. Foundation (visit)
11/16/81	Marsha Gardener	Project Enrich (Mesa Az)
11/16/81	Leslie Small	Project Enrich (Mesa Az)
11/16/81	Margret Service	Project Enrich (Mesa Arizona)
11/17/81	Dennis Dewardy	visit PFC for Class at PCC
11/30/81	Alan Jagel	PFC Training (11/30 - 12/4/80)
	Elizabeth Sequeira	Sells Infant Stimulation Prog
	Sandra Conde	Sells Infant Stimulation Prog

LOG OF CONTACT

OUTREACH

DATE	CONTACT PERSON		
12/8	Monica Torres	Parker Headstart	12/8 - 12/11
12/8	Susie Tablu	Parker Headstart	" "
12/8	Debbie Eddee	Parker Headstart	" "
12/8	Dorita Drennan	Parker Headstart	" "
12/8	Betsy Lewis	Parker Headstart	" "
12/9	Carol Lourmeau	visit P.F.C Class	
1/25	Lewis Norris	Sells	1/25 - 1/28
1/25	Francis Johnson	Sells	
1/25	Marlene Matthews	Sells	
1/25	Sylvia Moraño	San Xavier	
1/25	Eula Enos	Chuichu	
1/25	Nelson Miguel	San Lucy	
1/25	Nodo Ramos	Cisinemo	
1/25	Patsy Marks	Santa Rosa	
1/25	Susan Sam	Vaya Chin	
2/1	Gladys Garcia	Sells	2/1 - 2/4
2/1	Diane Josi	Sells	
2/1	Carmen Hobbs	Sells	
2/1	Lucyanna Miranda	San Lucy	
2/1	Mary Wood	Santa Rosa	
2/1	Helen Miguel	Vaya Chin	
2/1	Letitica Garcia	Chuichu	
2/1	Christine Lopez	Sells	
2/1	Florena Hernandez	San Xavier	

LOG OF CONTACT

OUTREACH

DATE	CONTACT PERSON	
2/16	Carol Lomeau	Project Yogui
2/16	Jan Bingham	
2/16	Sharon Richy	
2/16	Jerry	
2/16		
2/16	Linda Levine	Project Yogui
2/22	Ann Jeff	Camp Head Start 2/23-2/26
2/22	Sherry Curley	
2/22	Hazel Dayton	
2/22	Ruby Diaz	
2/22	Edison Mangrats	
3/8	Ann Meyers	Australia 3/8 - 3/12
3/19	Nina	Dr Vaughn's M.R Class.
3/25	Judy Muller	Preschool Referral Service
3/26	Nancy Gilbert	Observation for M.R. Class
4/82	Linda Nadin	TACC

LOG OF CONTACT

OUTREACH

Guest Sign in Sheet
~~COMMUNITY CONTACTS~~

DATE	CONTACT PERSON	
5/10	Christy [illegible]	5/10 – 5/14 – California Training Week
5/24	Edison Manygrats	5/24 – 5/27 – Navajo
5/25	[illegible]	Special Ed. [illegible]
5/25	H [illegible]	Special Ed. Coordinator
5/25	[illegible]	Special Ed Teacher
5/25	[illegible]	" " [illegible]
5/25	Amos K. Sloan Jr	" " Teacher
5/25	Gary Clark	DARC Douglas Az Director

LOG OF CONTACT

OUTREACH

81-82

DATE	CONTACT PERSON	
7/2/81	Margie Salad GG	Margie Stanford Texas outreach training
7/2/81	Sharon Fikes /GG	Texas Training - possible sent/out date
7/13/81	Sharon Fikes/GG	arrangements for Training
7/13/81	Al Stewart	Huntsville (workshop) [illegible]
7/9/81	Isaac Solcito	Parker Headstart training
7/15/81	[illegible]	Huntsville - (workshop) [illegible]
7/16/81	Al Stewart	Huntsville workshop [illegible]
7/16/81	Marcia Lanford	Austin Texas - will call [illegible]
7/16/81	Isaac Solcito	Parker (not in)
7/16/81	[illegible]	Austin
7/16/81	Isaac Solcito	Parker - re: reproduce materials
7/20/81	Harry Norris	re. funding + training
7/21/81	Susie Peterson	P.A.C.C. - Dr McCarthy re funding + training
7/20/81	Dr D Pirré	re. sites funded for screening + training
8/3/81	Isaac Solcito	Parker
8/4/81	Isaac Solcito	- Parker training
8/4/81	Jane Parish	- Tsalie - possible training
8/5/81	Isaac Solcito	training
8/5/81	Isaac Solcito	training
8/6/81	Jane Peterson	- [illegible]
8/12/81	(BA) Jane Peterson	= Post ABCCL = [illegible]
8/14/81	Harry Norris	training in Pacson 9/14/81 (possible date)
8/18/81	Susie Peterson	PACC data + training
8/19/81	[illegible]	IYDP - awareness [illegible]

LOG OF CONTACT

OUTREACH

81-82

DATE	CONTACT PERSON	
8/19/81	Susan Hall	re: parent program
8/25/81	Steve Mishlove	State Dept. preschool Sp. Ed.
8/31/81	Shari Doris	Clovis, Calif. re: training
8/31/81	Ray Alvarado	set up training from project AMOR for Abacus
9/1/81	Ray Alvarado	project First Chance Training
9/2/81	Martha Clafien	re: possible outreach site Ft. Hays State Univ. - Hays, Kansas
9/4/81	Harry Norris	where he's going to stay for training
9/4/81	Harry Norris	"
9/[illegible]	[illegible]	Berkeley, Calif., re: training
9/17/81	Margie [illegible]	Re-training-(not in)
9/17/81	[illegible] Pierson	re Final Report Data + Training
9/25/81	Harry Norris	re: sending ABACUS kits
9/28/81	Valerie Mohave Valley Schl. Dist.	re: return visit for set up for supervision
9/29/81	Jal McGrady	re: TA
9/28/81	Steve Mishlove	re: TA
10/6/81	Barbara Emmons	re: PFC inservice.
10/8/81	Steve Mishlove	re: Tsaille Conference
10/5/81	Jane Parrish	re: Tsaille Conference
10/8/81	Al Stewart	re: PFC Materials Huntsville
10/8/81	[illegible]	re: PFC training. It worth
10/12/81	Jane Parrish	re: PFC awareness conference
10/12/81	Harry Norris	re: Evaluation of ABACUS assessment
10/13/81	Susie Pelison	re: PFC train
10/14/81	Jane Parrish	re

LOG OF CONTACT

1981/1982

OUTREACH

DATE	CONTACT PERSON	
10/15	Elizabeth Sequeros	re: Infant Stimulation Program training for herself + aide
10/15	Ray Alvarado	re: IYDP
10/19	Steve Misslone	re- information
10/19	Allen Siegal	re: training
10/19	Jane Parrish	re: training
10/19	Steve Mishtone	re: which proposals had been negotiated
10/20	Margie Sanford	re- update on classroom - not available
10/20	Susan Hill	re: December conference
10/21	Marcia Vogelsang	re: technical assistance
10/21	Marcia Vogelsang	re: technical assistance
10/22	Isaac Solito	re: training
10/22	Margie Sanford	re: returning ABACUS
10/22	Jane Parrish	re: training
10/26	Susan Hill	re: inservice in December
10/26	Adrian Wooney	re: training
10/26	Aaron Fite	re follow up Jan 81
10/27	Margie Sanford	re follow up Jan 82
10/28	Adrian Wooney	returned his call; sells outreach
10/28	Marcia Vogelsang	re: PFC training
11/2/81	Jane Parrish	re: training
11/2/81	Thunderbird Lodge	re: place to stay for Chinlee training
11/2/81	Canyonde Chelly Motel	re: place to stay for Chinlee training
11/2/81	Susan Hill	re: Dec 2 outreach presentation

LOG OF CONTACT

OUTREACH

DATE	CONTACT PERSON	
11/2/1981	Harry Norris	re: reimbursement for trip
11/2/81	Isaac Solcito	confirmed training
11/3/81	Jane Parrish	re: possible change in schedule
11/4/81	Jane Parrish	re: training in Chinlee
11/4/81	Billy Rey	re: training in Chinlee
11/12/81	Leslie Small	re: technical assistance to Project Enrich
11/12/81	Al Stewart	re: " "
11/12/81	[illegible] O'Connell	re: [illegible] Session in Phoenix
11/18/81	Darian Rooney	re: Head Start training
11/19/81	Susan Hill	re: technical assistance
11/19/81	Donna Hand	RIM country preschool intervention Program
11/19/81	Leslie Small	Mesa Program re: training Dec. 14 & 15
11/19/81	Eli Sequeros	re: follow-up from training
11/19/81	Billy Rey	re: TA to Navaho Headstart program
11/19/81	~~[illegible]~~ Ray Alvarado	re: TA for letter of support
11/20/81	Harry Norris	re: [illegible] - [illegible]
11/20/81	Al Stewart	re: [illegible] Materials
11/30/81	Donna Hand	re: returning phone call
12/1/81	Sharon Fikes	re: follow up to H. Worth
12/4	Sharon Fikes	re: follow up
12/4	Harry Norris	re: Info on classroom
12/4	Isaac Solcito	re: Info on Classroom
12/4	Marcia Vogelsang	re: Info on classroom in ECH
12/4	[illegible]	re: Info on classroom

LOG OF CONTACT

OUTREACH

DATE	CONTACT PERSON	
12/14/81	Ruby Vez	re: training
12/14/81	Steve Mishlove	Mohave Valley T.A.
1/4/81	Margie Sanford	re: follow-up
1/4/81	Betsy Lewis	Parker Head Start - Follow-up
1/4/81	Elizabeth Siqueros	Sells Head Start -
1/5/81	Ruby Vez	Flagstaff training
1/6/81	Linda Nadell	TACC
1/6/81	Susan Hill	Sadwanta preschool
1/7/81	Carol L.	re: Training
1/7/81	Jane O'Connel	returned her call IHD
1/7/81	Steve Mishlove	re: task force mtg.
1/15/82	Adrian Noone	re: training
1/26/82	[illegible] Sequeira	re: follow-up trng
1/28/82	[illegible]	re: Pass II
1/29/82	Allan Siegal	re: trng further leaders
2/5/82	Adrian Noone	re: letter of rec.
2/8/82	Steve Mishlove	re: Mohave Valley trip
2/11/82	Al Stewart	re: data at the end of year
2/11/82	Helen Beshi	re: Navajo training
2/15/82	Sharon Fikes	- re: Ft Worth PFC Class
2/15/82	Margie Sanford	re: Austin PFC Class
2/17/82	Shari Vaughn	re: [illegible] trip
2/22/82	Shari Vaughn	pendergast School
3/8/82	Harry Norris	re: letter that he requested

LOG OF CONTACT

OUTREACH

DATE	CONTACT PERSON	
4/27	Susan Hill	re: TA
4/27	Al Stewart	re: TA
4/27	Lindy Sangle	Houston School District
4/27	Mohave Valley	TA
5/5	Alan Siegel	Project Full Potential
5/5	Pauline Hunter	re: TA
5/19	Gary Clark	re: Classroom visit

1981/1982

LOG OF CONTACT

OUTREACH COMMUNITY CONTACTS

DATE	CONTACT PERSON	
8/24	Sharon Fikes	Ft Worth confirm training
8/24	American Hotel	Hotel reservations for Ft Worth
8/26	Susie Peterson	P.A.C.C. - training out read
8/26	Mr Navarro	SSSD - (visit) + paper to Dr McCarth
8/26	B-Ball	= University -
8/26	[illegible]	- Bullhead City
[illegible]	[illegible]	[illegible] South Australia [illegible]
8/26	Peggie Camp	SSSD EASE Coordinator re: David Lamm
8/28	Susie Peterson	D.A.C.C. -
9/1	Margie Sanford	- Austin - will call back
9/2	[illegible]	- Drexel School (possible children)
9/4	Susan Hill	-
9/4	Margie Sanford	- (Austin training) !
9/10	Sharon Fikes	- Ft Worth Texas
10/8	Ray Alvarado	- re TA
10/8	Susan Hill	- re TA
10/9	La Frontera (A.Roll)	re George Dilyon
10/14	Ray Alvarado	Project AMOR
10/14	Sharon Fikes	Ft Worth
10/15	Barbara Evans	C.F.F - Class Visitation to PFC 12/[illegible]/81
	[illegible]	[illegible]
10/23	Sharon Fikes	- re Ft Worth Training
11/16	A.Roll → La Frontera	Drives + Dilyons out of [illegible] house etc

LOG OF CONTACT

OUTREACH COMMUNITY CONTACTS

DATE	CONTACT PERSON	
	Carol L	re follow up date
	[illegible] Peterson	re: visitation
	Judy Muller	re referral for 82-83
	[illegible] Nadel	re visitation
	Carol L	re follow up date
	[illegible] Peterson	re visitation
	[illegible] McHorrens	re set up visitation
	Judy Muller	re referral for 82-83
	Arline Nathan	re referral for 82-83
	Jane B	re visitation Project ABLE
	Jane B	re visitation Project ABLE
	Ray Lund	re " "
	Pauline Navajo	re " Training
	Susan C CEC	re referral 82-83
	Al Stewart	re data
	Al Stewart	re: new material
	[illegible] Clark	re visitation
	Judy Muller	re referral for 82-83

THE ARIZONA BASIC ASSESSMENT AND CURRICULUM UTILIZATION SYSTEM FOR YOUNG HANDICAPPED CHILDREN

BOOK TWO

ASSESSMENT FOR INSTRUCTION

by

Jeanne M. McCarthy

Kathryn A. Lund

Candace S. Bos

in Headstart programs, in multicategorical programs, in programs for physically involved children, and in programs for the mentally retarded at both the educable and trainable levels. Thus, the answer to the organizational structure of the program will not be restricted by the system. That decision can be made in response to your local needs, with full knowledge that the ABACUS system will be adaptable to the needs of the program.

Level I Screening: PreABACUS Screening Scale I (PASS I)

Within the ABACUS system, each step in the assessment process has been coordinated with the steps that follow to avoid the need to duplicate what has already been completed. The instrument to be used in the Level I screening program is the PreABACUS Screening Scale I (PASS I). It is a checklist of behavioral observations in the five developmental areas of the curriculum: Body Management, Self-Care, Communication, Pre-academics, and Socialization. PASS I has been developed for ages 2, 3, 4, and 5. Each checklist consists of ten items for each developmental area to be rated by the parent or caregiver.

It is cost effective in terms of time per child, requiring about ten minutes. For instructing the parent and interpreting the results more professional time may be required.

The PASS I could be appropriately used to screen nursery schools for those children in need of further assessment and possible programming. It has been used in Headstart programs as the first step in identifying special needs children. It can be used in kindergarten screening programs or as a part of the prekindergarten registration process. It can be used by physicians with the mother completing it as she waits. The PASS I can be effectively used in any setting where young children need to be observed

objectively as a prelude to assessing further the child's need for a program of early intervention. In these cases, PASS I will need to be followed by the PASS II. Preparation for Level II screening needs to be made before Level I screening is begun.

Copies for each age level of the PASS I are included in Appendix B. Two different formats for the PASS I are presented. The first is a six page booklet that would be given to the parent to fill out independently. It consists of a cover sheet and one page for each developmental area. A description of each developmental area has been provided to aid the parent in completing the checklist. The second format is a two page sheet to be used in a day-care center or nursery school by an individual familiar with the child and the PASS I. Descriptions of each developmental area have been deleted to keep the PASS I record sheet in a two-page form.

Administrating and Scoring the PASS I

A sample of one child's performance on the PASS I is presented in Figure 2.

Insert Figure 2

Directions for completing the PASS I are:

1. Select the PASS I that corresponds with the child's chronological age: two year old (children 2-0 to 2-11); three year old (children (3-0 to 3-11); four year old (children 4-0 to 4-11); or, five year old (children 5-0 to 5-11).
2. Instruct the parent or caregiver to fill in the identifying information

requested on the cover sheet. Ask the parent to read the instructions. Offer any help necessary. Refer to the accompanying guidelines before reviewing the child's skills and knowledge in each developmental area. "Check the child's performance in each skill on the following pages. After checking the child's skills within an area, total the number of 'Can Do' responses. Write this number in the box marked TOTAL on each page. Transfer that number to the appropriate TOTAL column for each developmental area on this page."

3. Turn to page 2, BODY MANAGEMENT, and ask the parent to read the description of this area and the instructions: "For each item, place a check (/) in the column that best describes the child's skills." All ten items should be checked as 'Can Do', 'Does with Help', 'Cannot Do', or 'Don't Know'.
4. Turn to page 3, SELF-CARE, and proceed as for BODY MANAGEMENT.
5. Continue in the same way for the developmental areas of COMMUNICATION, PREACADEMICS, AND SOCIALIZATION.
6. Total the number of 'Can Do' for each developmental area. Record the number in the TOTAL box.
7. Transfer each total score to the appropriate column on the cover page by checking the number in the appropriate column.
8. Ask the parent to respond to the question: "Do you consider this child to be a:___slow learner; ___average learner; ___rapid learner? A check (/) should be placed in front of the appropriate response.

Figure 2 presents a completed PASS I for Richard, a five year old boy who has been described as autistic. Richard's mother completed the checklist with the teacher reviewing the scoring process. Note how the scores were transferred from the totals column on each developmental area page to the cover sheet by checking the column in which the total score appears.

Interpreting the PASS I

The items in each developmental area of the PASS I have been selected as appropriate for children from 24 to 35 months (2 year level form); from 36 to 47 months (3 year level form); from 48 to 59 months (4 year level form); or from 60 to 71 months (5 year level form). These are the skills that have developed in most children at each age level. Because of the wide range of variability in normal populations in the early years, some children may have acquired these skills much earlier and some much later,, but these children still fall within the normal range. In interpreting the scores it is important to consider whether the child has just passed a birthday and is a "young five", for example, or whether he is an "old five" with his birthday approaching soon. In both cases the 5 year age level would be used. The eleven months range possible within each age group might make a big difference in the decision to refer or not to refer.

The guidelines for interpreting the total score in each developmental area are:

1. If the total score is 9 or 10, there is apparently no need for concern about the child's skill in that area or for further screening.
2. If the total score is 5, 6, 7, or 8, there may be a reason to further

observe the child's development, providing special opportunities for skill development. This would be specially true for "older" children of that age, or for those scoring in the lower limits of this "observe" range. A follow-up screening of these children is recommended in three to six months.

3. If the total score is 0, 1, 2, 3, or 4, development would appear to be significantly delayed and referral for the more intensive PASS II screening appears to be indicated. Such low scores in more than one developmental area would strongly underline the need for further assessment.

If a child scores in the 0-4 range in any one of the five developmental areas further screening is recommended. Although each developmental area is important in the child's total development, the areas of Communication and Preacademics are of special importance to success in the educational setting. They are the areas that seem especially vulnerable to delay, regardless of the cause of the problem. Therefore, delays in these areas should be a source of specific concern and immediate action. If a child's score in either Communication or Preacademics falls in the lower limits of the "observe" range (5, 6) and he is old for his range, the child should be referred for indepth screening. The general rule of thumb for children with questionable results is, "When in doubt administer the more complete PreABACUS Screening Scale II."

It can be seen from Richard's Summary Sheet that further screening is needed, since his scores of 2, 3, 1, 0, 0 indicate serious delays in all developmental areas.

Level II Screening: The PreABACUS Screening Scale II (PASS II)

The PASS II consists of 65 items in the five developmental areas of the ABACUS assessment instrument. In the area of Body Management, eight Gross Motor items and seven Fine Motor items are assessed; in Self-Care eleven items; in Communication 14 items; 17 items in Preacademics are sampled; and 8 items in Socialization. These items are starred in the ABACUS assessment and need not be repeated if the complete assessment is administered. The PASS II is in Appendix B. The PASS II provides the structure for the direct sampling of the child's behavior by the teacher. It can be administered in about one hour, with variability depending on both the teacher and child. If possible, the child is assessed without the parent present. The parent is then free to complete the Child/Family History (Appendix B) with the home teacher or other appropriate staff member, i.e., social worker, parent/community worker, or counselor.

The materials necessary for administering the PASS II need to be selected from the ABACUS Assessment Kit. In some cases, it may be more appropriate to assemble a separate PASS II Kit, rather than dividing the ABACUS assessment materials. The materials/equipment required for the PASS II are listed in Appendix A,in two formats. If the PASS II is to be administered by more than one person, for example one person administering each developmental area, it may be desirable to collect the materials needed for each developmental area and put them in separate bags or boxes. In this case, the "Materials List-Cross Listed by Item" will be used. If the materials for all the items are to be packaged in one container, the PASS II Materials List is to be used.

Administering the PASS II

In administering the PASS II several formats may be used. Stations can be set up and one person can give all the items in one developmental area. The child would then rotate among the various developmental area stations. In this procedure, trained volunteers could be utilized, each administering only one section of the PASS II. This procedure is generally most feasible with higher functioning children or with children already familiar with the personnel, as in a Headstart program. Many children, however, will function better in a one-to-one situation with a consistent examiner. In this situation it is sometimes easier if the teacher works directly with the child while the instructional aide supplies the materials to the teacher and serves as recorder. Screening procedures will need to be implemented in accordance with the varying needs of the child.

The PASS II can be presented sequentially starting with Body Management. However, the teacher may elect to start with any of the developmental areas except Communication, which is administered last. All sixty-five items on the PASS II are presented with the exception of those that can be assessed by observation. The format of the PASS II items is identical to the ABACUS assessment items. Richard's summary sheet and the first page items for the PASS II is presented in Figure 3. On the item pages the first

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Insert Figure 3

Keep in mind that each child is unique, reflecting all of the experiences he has had in the two, three, four or five years of his life. If this child seems to be able to do most of the things his peers can do, he probably does not need further individual concern. In the "Guidelines for Further Assessment", the chronological age is noted in the left-hand column. Those items marked with an "X" are the behaviors that can be done by most children that age. Those items marked with an "O" may vary, depending on each child's experiential background. For example, if a four year old child has been in day care or nursery school, he has probably seen his name in print, and might pass item 3 in Reading Skills. If, however, print materials are new to him, he might not, but it need not be a reason to refer at this time. Rather, teach the skill and watch the child's response before referring for further assessment.

Delays in Communication should always be cause for further referral at all four ages. Delays in Preacademics need to be of conern at all ages. Delays in Self-Care Skills would indicate the need for parent counseling or a home program, since opportunities to learn Self-Care should be presented at home. Delays in Gross and Fine Motor Skills or in Socialization, if severe, may be indicative of the need for further assessment. Thus, if a child cannot do the items marked "X" in any area other than Self-Care, refer for the complete ABACUS assessment. However, assessment of young delayed children cannot become mechanical. Directed teacher and parent judgement may be among the finest clinical tools available and need to be an important ingredient in the referral process. If there is any doubt, refer for the more complete ABACUS assessment.

At some point in the assessment process, it is wise to plan on both vision and hearing screening. This can be done in a very simple way, using a whispered voice test for hearing, and a Snellen Chart for vision, if funds are at an absolute minimum. If a professional trained in vision and hearing screening is available, much more confidence can be placed in the results of audiometric screening of hearing, or measures of near-point and far-point vision using such instruments as the Orthoratio or the Telebinocular. The younger the child, the more highly trained and experienced the person needs to be if the results are to be meaningful. If possible, a school nurse or city, county, or state health nurse may provide such service by training volunteers, doing rechecks, and interpreting results to parents.

In addition, provisions need to be made for a physical examination of each child being considered for a special program. The school physician may be called upon if available, well-baby clinics may be utilized, or the parents may be referred to the family physician. In any case, it is important that the child be seen by a physician for a general physical check-up, including current immunizations.

III. DIAGNOSIS

The results of the PASS I and the PASS II, when coupled with personal contact with the child, and the Child/Family History serve as the first step in determining if the child has a handicap requiring educational intervention. Diagnosis, within the ABACUS system, refers to the process of determining the nature and extent of the problem and eligibility for special education services. Only a small percentage of the total number of children screened will emerge as qualifying for services. Many of the "at risk" children may be found to have a medically correctable condition, such as visual problems correctable by glasses, or hearing problems correctable by inserting tubes in the ears.

APPENDIX B

ABACUS SOCIALIZATION PROGRAMS

APPENDIX B

PRE ABACUS SCREENING SYSTEM LEVEL I

THE ABACUS

PreAbacus Screening System Level I

~~PASS 1~~

NAME:_____ DATE:_____

BIRTHDATE:_____ OBSERVER/ RATER:_____

RELATIONSHIP TO CHILD:_____

THE TWO YEAR OLD

Check child's performance in each skill on the following pages. After checking the child's skills within an area, total the number of 'Can Do' responses. Write this number in the box marked TOTAL on each page. Then transfer that number to the column on this page which includes the TOTAL in each developmental area.

	TOTALS		
Developmental Areas	0-4	5-8	9-10
I. BODY MANAGEMENT	___	___	___
II. SELF-CARE	___	___	___
III. COMMUNICATION	___	___	___
IV. PREACADEMICS	___	___	___
V. SOCIALIZATION	___	___	___

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

THE TWO YEAR OLD

I. BODY MANAGEMENT: This area of development includes gross motor and fine motor skills. The tasks involving large muscle development include crawling, walking, climbing, reaching and balancing. The tasks involving small muscle development or dexterity include grasping small objects with the thumb and forefinger, balancing objects on top of each other, fitting pieces into a puzzle, and putting pegs in a pegboard.

For each item, place a check (√) in the column that best describes the child's skills.

	Can Do	Does With Help	Can Not Do	Don't Know
.Seats self in small chair	___	___	___	___
.Creeps up stairs and crawls around objects	___	___	___	___
.Bends, twists, squats	___	___	___	___
.Walks without holding on, in general direction	___	___	___	___
.Jumps in place	___	___	___	___
.Climbs into adult chair	___	___	___	___
.Rolls ball	___	___	___	___
.Places 3 shapes correctly in form board	___	___	___	___
.Stacks 4 small blocks to make a tower	___	___	___	___
.Puts 6 large, round pegs in pegboard	___	___	___	___

Comments:

TOTAL

THE TWO YEAR OLD

II. SELF-CARE: This area of development includes all the taks the child learns that increases his independence and ability to take care of himself such as dressing, toileting, grooming, earting, mechanical know-how, and safety.

For each item, place a check (√) in the column that best describes the child's skills.

	Can Do	Does With Help	Can Not Do	Don't Know
.Undresses completely when clothes are unfastened	___	___	___	___
.Trys to put on selected clothes	___	___	___	___
.Indicates toilet needs; uses potty chair	___	___	___	___
.Stays dry more often than wet	___	___	___	___
.Washes hands	___	___	___	___
.Holds cup with both hands and drinks from cup	___	___	___	___
.Eats finger foods	___	___	___	___
.Uses spoon to scoop food from bowl	___	___	___	___
.Turns knobs	___	___	___	___
.Understands "NO" and stays away from common dangers	___	___	___	___

Comments:

TOTAL

III. COMMUNICATION: This area of development includes all the sounds your child makes to let you know what he wants or how he's feeling. These sounds may be ones only you understand or they may be full words or the beginnings of full words. They are your child's way of communicating with you and others. This part of language is called expressive language (or production).

Receptive language (or comprehension) reflects your child's ability to understand what you say to him, even if he can't yet say the words himself.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
.Produces 50 or more words	___	___	___	___
.Understands nouns and verbs (270 words)	___	___	___	___
.Understands what and where questions	___	___	___	___
.Points to common objects/pictures when named	___	___	___	___
.Understands simple commands (e.g., show me the dog; get the box and ball)	___	___	___	___
.Understands and answers yes/no questions (e.g., Is Daddy sleeping?)	___	___	___	___
.Imitates words, sounds, and short phrases	___	___	___	___
.Uses functional words (all gone, more, no)	___	___	___	___
.Uses nouns to refer to food, body parts, personal clothing or household items	___	___	___	___
.Uses two word phrases (e.g., baby eat; mommy's shoe drink milk; more cookie)	___	___	___	___

TOTAL

Comments:

IV. PREACADEMICS: This area of development includes readiness skills for the kinds of knowledge that children learn in school. Some of the tasks involved are matching like-objects; scribbling on paper; understanding simple number concepts; and looking at books.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Uses toys functionally (e.g., toy car, telephone)	___	___	___	___
•Listens to short nursery rhymes and enjoys repetition	___	___	___	___
•Enjoys tactile/large picture books	___	___	___	___
•Points to pictures in book (e.g., find the ball)	___	___	___	___
•Uses name of one color	___	___	___	___
•Understands concept of one, two	___	___	___	___
•Understands concept of another/more	___	___	___	___
•Sorts 2-3 objects	___	___	___	___
•Uses one hand consistently in most activities	___	___	___	___
•Scribbles and marks on paper	___	___	___	___

Comments:

TOTAL

THE TWO YEAR OLD

V. SOCIALIZATION: This area of development includes socialization skills which increase your child's ability to get along with other children, be a positive and enjoyable member of a family, and to function and learn well in school.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
.Initiates own play activities	___	___	___	___
.Plays alone better than with other children	___	___	___	___
.Refers to self by name	___	___	___	___
.Identifies self in mirror	___	___	___	___
.Explores environment energetically	___	___	___	___
.Shows strong sense of possession (e.g., "It's mine!")	___	___	___	___
.Shows new awareness of people; shy with strangers	___	___	___	___
.Answers question, "Are you a boy/girl?"	___	___	___	___
.Smiles and shows other emotional responses (feelings)	___	___	___	___
.Gives affection to other humans and objects (toys)	___	___	___	___

Comments:

TOTAL

PreAbacus Screening System Level I

NAME: _____ DATE: _____

DATE: _____ OBSERVER/RATER: _____

RELATIONSHIP TO CHILD: _____

THE TWO YEAR OLD

Check (✓) child's developmental abilities in each area listed below as compared to the average TWO year old.

Developmental Areas:	TOTALS 0-4	5-8	9-10	COMMENTS:
I. BODY MANAGEMENT	___	___	___	
II. SELF-CARE	___	___	___	
III. COMMUNICATION	___	___	___	
IV. PREACADEMICS	___	___	___	
V. SOCIALIZATION	___	___	___	

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

*Check (✓) the one that best describes the child's skills:

I. BODY MANAGEMENT

	Can Do	Does With Help	Can Not Do	Don't Know
•Seats self in small chair	___	___	___	___
•Creeps up stairs and crawls around objects	___	___	___	___
•Bends, twists, squats	___	___	___	___
•Walks without holding on, in general direction	___	___	___	___
•Jumps in place	___	___	___	___
•Climbs into adult chair	___	___	___	___
•Rolls ball	___	___	___	___
•Places 3 shapes correctly in form board	___	___	___	___
•Stacks 4 small blocks to make a tower	___	___	___	___
•Puts 6 large, round pegs in pegboard	___	___	___	___
TOTAL				

Comments:

II. SELF-CARE

	Can Do	Does With Help	Can Not Do	Don't Know
•Undresses completely when clothes are unfastened	___	___	___	___
•Trys to put on selected clothes	___	___	___	___
•Indicates toilet needs; uses potty chair	___	___	___	___
•Stays dry more frequently than wet	___	___	___	___
•Washes hands	___	___	___	___
•Holds cup with both hands and drinks from cup	___	___	___	___
•Eats finger foods	___	___	___	___
•Uses spoon to scoop food from bowl	___	___	___	___
•Turns knobs	___	___	___	___
•Understands "NO" and stays away from common dangers	___	___	___	___
TOTAL				

Comments:

III. COMMUNICATION

	Can Do	Does With Help	Can Not Do	Don't Know
•Produces 50 or more words				
•Understands nouns and verbs (270 words)				
•Understands what and where questions				
•Points to common objects/pictures when named				
•Understands simple commands (e.g., show me the dog; get the box and ball)				
•Understands and answers yes/no questions (e.g., Is Daddy sleeping?)				
•Imitates words, sounds, and short phrases				
•Uses functional words (all gone, more, no)				
•Uses nouns to refer to food, body parts, personal clothing or household items				
•Uses two word phrases (e.g., baby eat; mommy's shoe; drink milk; more cookie)				

Comments:

TOTAL

IV. PREACADEMICS

	Can Do	Does With Help	Can Not Do	Don't Know
•Uses toys functionally (e.g., toy car, telephone)				
•Listens to short nursery rhymes and enjoys repetition				
•Enjoys tactile/large picture books				
•Points to pictures in book (e.g., find the ball)				
•Uses name of one color				
•Understands concept of one, two				
•Understands concept of another/more				
•Sorts 2-3 objects				
•Uses one hand consistently in most activities				
•Scribbles and marks on paper				

Comments:

TOTAL

V. SOCIALIZATION

	Can Do	Does With Help	Can Not Do	Don't Know
•Initiates own play activities				
•Plays alone better than with other children				
•Refers to self by name				
•Identifies self in mirror				
•Explores environment energetically				
•Shows strong sense of possession (e.g.,"It's mine")				
•Shows new awareness of people; shy with strangers				
•Answers question, "Are you a boy/girl?"				
•Smiles and shows other emotional responses (feelings)				
•Gives affection to other humans and objects (toys)				

Comments:

TOTAL

THE ABACUS

PreAbacus Screening System Level I

PASS I

NAME:_____ DATE:_____

BIRTHDATE:_____ OBSERVER/ RATER:_____

RELATIONSHIP TO CHILD:_____

THE THREE YEAR OLD

Check child's performance in each skill on the following pages. After checking the child's skills within an area, total the number of 'Can Do' responses. Write this number in the box marked TOTAL on each page. Then transfer that number to the column on this page which includes the TOTAL in each developmental area.

	TOTALS		
Developmental Areas	0-4	5-8	9-10
I. BODY MANAGEMENT	___	___	___
II. SELF-CARE	___	___	___
III. COMMUNICATION	___	___	___
IV. PREACADEMICS	___	___	___
V. SOCIALIZATION	___	___	___

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

THE THREE YEAR OLD

I. BODY MANAGEMENT: This area of development includes gross motor skills and fine motor skills. The tasks involving large muscle development include walking, running, climbing, reaching and balancing. The tasks involving small muscle development or dexterity include grasping small objects with the thumb and forefinger, balancing objects on top of each other, fitting pieces into a puzzle, and putting pegs in a pegboard.

For each item, place a check (√) in the column that best describes the child's skills.

	Can Do	Does With Help	Can Not Do	Don't Know
•Walks up and down stairs alternating feet	___	___	___	___
•Walks in heel-toe pattern	___	___	___	___
•Runs around obstacles and turns corners	___	___	___	___
•Hops on one foot	___	___	___	___
•Climbs easy playground apparatus	___	___	___	___
•Throws ball under hand 10 feet	___	___	___	___
•Catches bounced ball	___	___	___	___
•Lines up blocks to form train	___	___	___	___
•Builds tower with 7 small blocks	___	___	___	___
•Places blocks to make bridge	___	___	___	___
TOTAL				

Comments:

THE THREE YEAR OLD

II. SELF-CARE: This area of development includes all the tasks that your child learns that increases his independence and ability to take care of himself such as dressing, toileting, grooming, eating, mechanical know-how, and safety.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Unbuttons front and side buttons	___	___	___	___
•Puts on pants, socks, shoes	___	___	___	___
•Pulls pants down and up but may need help with fastening	___	___	___	___
•Cares for self at toilet, sits on seat	___	___	___	___
•Dries hands after they are washed	___	___	___	___
•Brushes teeth	___	___	___	___
•Blows nose using tissue	___	___	___	___
•Stabs meat pieces with fork	___	___	___	___
•Carries a tray	___	___	___	___
•Hesitates at top of stairs	___	___	___	___

Comments:

TOTAL

THE THREE YEAR OLD

III. COMMUNICATION: This area of development includes all the sounds your child makes to let you know what he wants or how he's feeling. These sounds may be ones that only you understand or they may be full words or the beginnings of full words. They are your child's way of communicating with you and others. This part of language is called expressive language (or production).

Receptive language (or comprehension) reflects your child's ability to understand what you say to him, even if he can't yet say the words himself.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Produces and/or comprehends 900 word vocabulary	___	___	___	___
•Understands taking turns	___	___	___	___
•Understands and follows 2 step commands (e.g., get the ball and the car)	___	___	___	___
•Understands who, why, and how questions	___	___	___	___
•Uses prepositions/location words (e.g., the baby is in box; ball in on table)	___	___	___	___
•Uses 3 or more word sentences	___	___	___	___
•Uses -s for plurals	___	___	___	___
•Talks about past experiences with -ed on past tense verbs	___	___	___	___
•Uses is/are + verbing forms (e.g., the boy is playing; she is talking)	___	___	___	___
•Uses personal pronouns I/me for self	___	___	___	___

Comments:

TOTAL

THE THREE YEAR OLD

IV. PREACADEMICS: This area of development includes readiness skills for the kinds of knowledge that children learn in school. Some of the tasks involved are: naming pictures, matching like objects, matching by color, drawing lines and circles, learning math concepts, and looking at books.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
.Enjoys looking at books alone	___	___	___	___
.Enjoys being read to	___	___	___	___
.Knows real words from nonsense words (allakazam!)(bibbity-bobbity-boo)	___	___	___	___
.Can name hidden objects (What did I hide?)	___	___	___	___
.Names 5 pictures in a book	___	___	___	___
.Matches objects to pictures	___	___	___	___
.Matches some colors				
.Indicates which of two groups has more/is bigger	___	___	___	___
.Understands basic time concepts (e.g., lunch time, nap time)	___	___	___	___
.Draws horizontal and vertical strokes	___	___	___	___

Comments:

TOTAL

V. SOCIALIZATION: This area includes socialization skills which increase your child's ability to get along with other children, be a positive and enjoyable member of a family, and to function and learn well in school.

Check (√) the one that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Invents people and objects - imaginative pretend play	___	___	___	___
•Copies domestic activities in play (e.g., make-believe house keeping, rocking baby)	___	___	___	___
•Shows affection for younger children/siblings (e.g., gives hugs, kisses)	___	___	___	___
•Helps put things away	___	___	___	___
•Initiates and responds to greeting (e.g.,"Hi")	___	___	___	___
•Gives first and last names on request	___	___	___	___
•Shows number of fingers to indicate age (e.g., "How old are you?")	___	___	___	___
•Shares toys or food	___	___	___	___
•Plays best with one other child	___	___	___	___
•Engages in parallel play with group	___	___	___	___

Comments:

TOTAL

PreAbacus Screening System Level I

NAME: _____ DATE: _____

DATE: _____ OBSERVER/RATER: _____

RELATIONSHIP TO CHILD: _____

THE THREE YEAR OLD

Check (✓) child's developmental abilities in each area listed below as compared to the average THREE year old.

Developmental Areas:	TOTALS 0-4	5-8	9-10	COMMENTS:
I. BODY MANAGEMENT				
II. SELF-CARE				
III. COMMUNICATION				
IV. PREACADEMICS				
V. SOCIALIZATION				

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

*Check (✓) the one that best describes the child's skills:

I. BODY MANAGEMENT

	Can Do	Does With Help	Can Not Do	Don't Know
*Walks up and down stairs alternating feet				
*Walks in heel-toe pattern				
*Runs around obstacles and turns corners				
*Hops on one foot				
*Climbs easy playground apparatus				
*Throws ball under hand 10 feet				
*Catches bounced ball				
*Lines up blocks to form train				
*Builds tower with 7 small blocks				
*Places blocks to make bridge				
TOTAL				

Comments:

II. SELF-CARE

	Can Do	Does With Help	Can Not Do	Don't Know
*Unbuttons front and side buttons				
*Puts on pants, socks, shoes				
*Pulls pants down and up but may need help with fastening				
*Cares for self at toilet, sits on seat				
*Dries hands after they are washed				
*Brushes teeth				
*Blows nose using tissue				
*Stabs meat pieces with fork				
*Carries a tray				
*Hesitates at top of stairs				
TOTAL				

Comments:

THE THREE YEAR OLD

III. COMMUNICATION

	Can Do	Does With Help	Can Not Do	Don't Know
•Produces and/or comprehends 900 word vocabulary				
•Understands taking turns				
•Understands and follows 2 step commands (e.g., get the ball and the car)				
•Understands who, why, and how questions				
•Uses prepositions/location words (e.g., the baby is in box; ball in on table)				
•Uses 3 or more word sentences				
•Uses -s for plurals				
•Talks about past experiences with -ed on past tense verbs				
•Uses is/are + verbing forms (e.g., the boy is playing; she is talking)				
•Uses personal pronouns I/me for self				
TOTAL				

Comments:

IV. PREACADEMICS

	Can Do	Does With Help	Can Not Do	Don't Know
.Enjoys looking at books alone				
.Enjoys being read to				
.Knows real words from nonsense words (allakazam!)(bibbity-bobbity-boo)				
.Can name hidden objects (What did I hide?)				
.Names 5 pictures in a book				
.Matches objects to pictures				
.Matches some colors				
.Indicates which of two groups has more/is bigger				
.Understands basic time concepts (e.g., lunch time, nap time)				
.Draws horizontal and vertical strokes				
TOTAL				

Comments:

V. SOCIALIZATION

	Can Do	Does With Help	Can Not Do	Don't Know
•Invents people and objects - imaginative pretend play				
•Copies domestic activities in play (e.g., make-believe house keeping, rocking baby)				
•Shows affection for younger children/siblings (e.g., gives hugs, kisses)				
•Helps put things away				
•Initiates and responds to greeting (e.g.,"Hi")				
•Gives first and last names on request				
•Shows number of fingers to indicate age (e.g., "How old are you?")				
•Shares toys or food				
•Plays best with one other child				
•Engages in parallel play with group				
TOTAL				

Comments:

THE ABACUS

PreAbacus Screening System Level I

PASS I

NAME:_____ DATE:_____

BIRTHDATE:_____ OBSERVER/ RATER:_____

RELATIONSHIP TO CHILD:_____

THE FOUR YEAR OLD

Check child's performance in each skill on the following pages. After checking the child's skills within an area, total the number of 'Can Do' responses. Write this number in the box marked TOTAL on each page. Then transfer that number to the column on this page which includes the TOTAL in each developmental area.

	TOTALS		
Developmental Areas	0-4	5-8	9-10
I. BODY MANAGEMENT	___	___	___
II. SELF-CARE	___	___	___
III. COMMUNICATION	___	___	___
IV. PREACADEMICS	___	___	___
V. SOCIALIZATION	___	___	___

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

THE FOUR YEAR OLD

I. BODY MANAGEMENT: This area of development includes gross motor skills and fine motor skills. The tasks involving large muscle development include walking, running, climbing, throwing and catching, and balancing. The tasks involving small muscle development or dexterity include grasping small objects with the thumb and forefinger, balancing objects on top of each other, fitting pieces into a puzzle, and stringing beads.

For each item, place a check (√) in the column that best describes the child's skills.

	Can Do	Does With Help	Can Not Do	Don't Know
.Balances on one foot for 10 seconds	___	___	___	___
.Walks on walking board, leads with both feet	___	___	___	___
.Kicks ball toward target	___	___	___	___
.Climbs ladder/trees	___	___	___	___
.Peddles and steers tricycle	___	___	___	___
.Throws ball overhand (about 9" ball, 12 feet)	___	___	___	___
.Catches bean bag/large ball	___	___	___	___
.Puts simple 3-4 piece puzzles together	___	___	___	___
.Makes tower of 5 small blocks graduated in size	___	___	___	___
.Strings large beads	___	___	___	___

Comments:

TOTAL

THE FOUR YEAR OLD

II. SELF-CARE: This area of development includes all the tasks that the child learns that increases his independence and ability to take care of himself such as dressing, toileting, grooming, eating, mechanical know how, and safety.

For each item, place a (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
*Dresses self completely with little assistance	___	___	___	___
*Manages regular shirt or blouse including buttons and zippers	___	___	___	___
*Points to front and back of clothing; puts clothing on body correctly	___	___	___	___
*Uses toilet without reminder	___	___	___	___
*Washes hands and face unaided	___	___	___	___
*Eats skillfully with spoon and fork	___	___	___	___
*Spreads butter on bread with knife	___	___	___	___
*Pours from pitcher	___	___	___	___
*Carries liquid (water, milk) without spilling	___	___	___	___
*Carries breakable objects	___	___	___	___

Comments:

TOTAL

THE FOUR YEAR OLD

III. COMMUNICATION: This area of development includes all the sounds your child makes to let you know what he wants or how he is feeling. These sounds may be ones only your understand or they may be full words or the beginnings of full words. They are the child's way of communicating with your and others. This part of language is called expressive language (or production).

Receptive language (or comprehension) reflects your child's ability to understand what you say to him, even if he can't yet say the words himself.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Produces and/or comprehends 1550 word vocabulary	___	___	___	___
•Understands time concepts of tomorrow, yesterday, lask week	___	___	___	___
•Understands comparatives (e.g. big, bigger, biggest; pretty-prettier-prettiest)	___	___	___	___
•Understands and follows 3 unrelated commands (e.g., open the door, get the block, and tie your shoe)	___	___	___	___
•Uses complete sentences of 5-6 + words	___	___	___	___
•Asks when questions	___	___	___	___
•Joins sentences together with and, but	___	___	___	___
•Uses words to express uncertainty and mood (e.g., maybe, think, can, should, could)	___	___	___	___
•Speaks clearly (speech is essentially intelligible with few, if any, articulation errors	___	___	___	___

Comments:

TOTAL

THE FOUR YEAR OLD

IV. PREACADEMICS: This area of development includes readiness skills for the kinds of knowledge that children learn in school. Some of the tasks involved are matching by shape, size and color; drawing lines and figures; learning to count; looking at books, and pointing to own first name.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Shows increasing interest span in listening to stories	___	___	___	___
•Matches pictures by shapes, size and color	___	___	___	___
•Finds pictures that are alike	___	___	___	___
•Points to missing parts in a picture	___	___	___	___
•Points to own first name	___	___	___	___
•Points to selected letters (e.g., letter in name)	___	___	___	___
•Counts aloud from 1-10	___	___	___	___
•Counts 3 objects	___	___	___	___
•Understands basic past and future concepts (e.g., last night, tomorrow)	___	___	___	___
•Copies a square	___	___	___	___

Comments:

TOTAL

THE FOUR YEAR OLD

V. SOCIALIZATION: This area of development includes socialization skills which increases the child's ability to get along with other children, be a positive and enjoyable member of a family, and to function and learn well in school.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Enjoys dressing up in adult clothes	___	___	___	___
•Plays interactive games (tag, hide-and-seek)	___	___	___	___
•Separates from mother without crying	___	___	___	___
•Shows concern for siblings/playmates in distress	___	___	___	___
•Waits and takes turns	___	___	___	___
•Gives home address	___	___	___	___
•Gives telephone number	___	___	___	___
•Puts toys away when asked to do so	___	___	___	___
•Helps with adult activities in house and garden (e.g., dusting, drying dishes)	___	___	___	___
•Cooperates with other children in play	___	___	___	___

Comments:

TOTAL

PreAbacus Screening System Level I

NAME: _____ DATE: _____

DATE: _____ OBSERVER/RATER: _____

RELATIONSHIP TO CHILD: _____

THE FOUR YEAR OLD

Check (✓) child's developmental abilities in each area listed below as compared to the average FOUR year old.

Developmental Areas:	TOTALS 0-4	5-8	9-10	COMMENTS:
I. BODY MANAGEMENT				
II. SELF-CARE				
III. COMMUNICATION				
IV. PREACADEMICS				
V. SOCIALIZATION				

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

*Check (✓) the one that best describes the child's skills:

I. BODY MANAGEMENT

	Can Do	Does With Help	Can Not Do	Don't Know
*Balances on one foot for 10 seconds				
*Walks on walking board, leads with both feet				
*Kicks ball toward target				
*Climbs ladder/trees				
*Peddles and steers tricycle				
*Throws ball overhand (about 9 inch ball, 12 feet)				
*Catches bean bag/large ball				
*Puts simple 3-4 piece puzzles together				
*Makes tower of five blocks graduated in size				
*Strings large beads				
TOTAL				

Comments:

II. SELF-CARE

	Can Do	Does With Help	Can Not Do	Don't Know
*Dresses self completely with little assistance				
*Manages regular shirt or blouse including buttons and zippers				
*Points to front and back of clothing; puts clothing on body correctly				
*Uses toilet without reminder				
*Washes hands and face unaided				
*Eats skillfully with spoon and fork				
*Spreads butter on bread with knife				
*Pours from pitcher				
TOTAL				
*Carries liquid (water, milk) without spilling				

III. COMMUNICATION

	Can Do	Does With Help	Can Not Do	Don't Know
*Produces and/or comprehends 1550 word vocabulary				
*Understands time concepts of tomorrow, yesterday, last week				
*Understands comparatives (e.g. big, bigger, biggest; pretty-prettier-prettiest)				
*Understands and follows 3 unrelated commands (e.g., open the door, get the block, and tie your shoe)				
*Uses complete sentences of 5-6 + words				
*Asks when questions				
*Joins sentences together with and, but				
*Uses words to express uncertainty and mood (e.g., maybe, think, can, should, could)				
*Speaks clearly (speech is essentially intelligible with few, if any, articulation errors				
TOTAL				

Comments:

IV. PREACADEMICS

	Can Do	Does With Help	Can Not Do	Don't Know
*Shows increasing interest span in listening to stories				
*Matches pictures by shapes, size and color				
*Finds pictures that are alike				
*Points to missing parts in a picture				
*Points to own first name				
*Points to selected letters (e.g., letter in name)				
*Counts aloud from 1-10				
*Counts 3 objects				
*Understands basic past and future concepts (e.g., last night, tomorrow)				
*Copies a square				
TOTAL				

Comments:

V. SOCIALIZATION

	Can Do	Does With Help	Can Not Do	Don't Know
*Enjoys dressing up in adult clothes				
*Plays interactive games (tag, hide-and-seek)				
*Separates from mother without crying				
*Shows concern for siblings/playmates in distress				
*Waits and takes turns				
*Gives home address				
*Gives telephone number				
*Puts toys away when asked to do so				
*Helps with adult activities in house and garden (e.g., dusting, drying dishes)				
*Cooperates with other children in play				
TOTAL				

Comments:

THE ABACUS

PreAbacus Screening System Level I

PASS I

NAME: _____ DATE: _____

BIRTHDATE: _____ OBSERVER/ RATER: _____

RELATIONSHIP TO CHILD: _____

THE FIVE YEAR OLD

Check child's performance in each skill on the following pages. After checking the child's skills within an area, total the number of 'Can Do' responses. Write this number in the box marked TOTAL on each page. Then transfer that number to the column on this page which includes the TOTAL in each developmental area.

Developmental Areas	TOTALS 0–4	5–8	9–10
I. BODY MANAGEMENT	___	___	___
II. SELF-CARE	___	___	___
III. COMMUNICATION	___	___	___
IV. PREACADEMICS	___	___	___
V. SOCIALIZATION	___	___	___

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

THE FIVE YEAR OLD

I. BODY MANAGEMENT: This area of development includes gross motor skills and fine motor skills. The tasks involving large muscle development include running, jumping, skipping, and balancing. The tasks involving small muscle development or dexterity include balancing objects on top of each other, fitting pieces into a puzzle, and cutting.

For each item, place a check (√) in the column that best describes the child's skills.

	Can Do	Does With Help	Can Not Do	Don't Know
*Balances on tiptoes for 10 seconds	___	___	___	___
*Runs with few falls	___	___	___	___
*Hops on either foot (about 5 yards)	___	___	___	___
*Jumps over knee-high obstacle with both feet together	___	___	___	___
*Skips (using alternating feet)	___	___	___	___
*Does somersault, forward roll	___	___	___	___
*Catches a ball (about 5 inch ball)	___	___	___	___
*Makes tower with 10 or more small blocks	___	___	___	___
*Places six blocks in pyramid	___	___	___	___
*Uses scissors with moderate control	___	___	___	___
TOTAL				

Comments:

THE FIVE YEAR OLD

II. SELF-CARE: This area of development includes all the tasks that this child learns that increases his independence and ability to take care of himself such as dressing, toileting, grooming, eating, mechanical know-how, and safety.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Dresses and undresses alone	___	___	___	___
•Puts shoe on proper foot	___	___	___	___
•Laces shoes but may need assistance in tying laces	___	___	___	___
•Washes hands and face without getting clothing wet	___	___	___	___
•Takes care of toilet needs independently	___	___	___	___
•Brushes and combs hair	___	___	___	___
•Cuts with knife	___	___	___	___
•Helps set table	___	___	___	___
•Performs simple errands	___	___	___	___
•Does simple household chores	___	___	___	___
•Stops at curb and looks both ways before crossing street	___	___	___	___
TOTAL				

Comments:

THE FIVE YEAR OLD

III. COMMUNICATION: This area of development includes all the sounds the child makes to let you know what he wants or how he is feeling. These sounds may be ones only you understand or they may be full words or the beginnings of full words. They are your child's way of communicating with you and others. This part of language is called expressive language (or production).

Receptive language (or comprehension) reflects your child's ability to understand what you say to him, even if he can't yet say the words himself.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
.Produces and comprehends a 4000 word vocabulary	___	___	___	___
.Understands relationships expressed by if-then and because, i.e., If you get dressed, then you can go out.	___	___	___	___
.Listens to long stories	___	___	___	___
.Understands words like some, many, few	___	___	___	___
.Understands and follows sequences of events	___	___	___	___
.Uses singular, plural and possessive pronouns (e.g., he-his; she-hers; they-theirs)	___	___	___	___
.Asks how and why questions to obtain information	___	___	___	___
.Engages in conversation abour specific topics for 4-5 exchanges, taking appropriate turns	___	___	___	___
.Uses complete, complex sentences in a variety of ways	___	___	___	___
.Tells stories	___	___	___	___

Comments:

TOTAL

THE FIVE YEAR OLD

IV. PREACADEMICS: This area of development includes readiness skills for the kinds of knowledge that children learn in school. Some of the tasks involved are matching and naming letters, rhyming, understanding similarities and differences, drawing shapes, learning to count, and sequencing pictures.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Picks correct picture from pair of pictures whose names are similar (e.g., bell-ball)	___	___	___	___
•Knows when words rhyme	___	___	___	___
•Names and points to letters in name	___	___	___	___
•Names other selected letters	___	___	___	___
•Tells if 2 pictures are the same or different	___	___	___	___
•Sequences a 3-card-picture story	___	___	___	___
•Can tell the name of some numbers (1-10)	___	___	___	___
•Can match small objects on a 1 to 1 bases	___	___	___	___
•Draws a figure representing a person; adds basic details (e.g., body parts, clothing, proportion)	___	___	___	___
•Copies designs and patterns of circles, squares, triangle	___	___	___	___
TOTAL	☐			

Comments:

THE FIVE YEAR OLD

V. SOCIALIZATION: This area of development includes socialization skills which increase the child's ability to get along with other children, be a positive and enjoyable member of a family, and to function and learn well in school.

For each item, place a check (√) in the column that best describes the child's abilities.

	Can Do	Does With Help	Can Not Do	Don't Know
•Likes to play house, cowboys, spontaneous action games	___	___	___	___
•Plays simple table games according to rules	___	___	___	___
•Puts toys away	___	___	___	___
•Gives age and birthday	___	___	___	___
•Answers telephone, says "Hello", tells person called the message	___	___	___	___
•Gets along well in small groups	___	___	___	___
•Uses feeling words (e.g., mad, afraid, happy)	___	___	___	___
•Comforts playmates in distress	___	___	___	___
•Asks for adult help only when needed	___	___	___	___
•Chooses own friends	___	___	___	___

Comments:

TOTAL

PreAbacus Screening System Level I

NAME: _____ DATE: _____

DATE: _____ OBSERVER/RATER: _____

RELATIONSHIP TO CHILD: _____

THE FIVE YEAR OLD

Check (✓) child's developmental abilities in each area listed below as compared to the average FIVE year old.

Developmental Areas:	TOTALS 0-4	5-8	9-10	COMMENTS:
I. BODY MANAGEMENT				
II. SELF-CARE				
III. COMMUNICATION				
IV. PREACADEMICS				
V. SOCIALIZATION				

Do you consider this child to be a:

_____slow learner _____average learner _____rapid learner

*Check (✓) the one that best describes the child's skills:

I. BODY MANAGEMENT

	Can Do	Does With Help	Can Not Do	Don't Know
*Balances on tiptoes for 10 seconds				
*Runs with few falls				
*Hops on either foot (about 5 yards)				
*Jumps over knee-high obstacle with both feet together				
*Skips (using alternating feet)				
*Does somersault, forward roll				
*Catches a ball (about 5 inch ball)				
*Makes tower with 10 or more small blocks				
*Places six blocks in pyramid				
*Uses scissors with moderate control				
TOTAL				

Comments:

II. SELF-CARE

	Can Do	Does With Help	Can Not Do	Don't Know
*Dresses and undresses alone				
*Puts shoe on proper foot				
*Laces shoes but may need assistance in tying laces				
*Washes hands and face without getting clothing wet				
*Takes care of toilet needs independently				
*Brushes and combs hair				
*Cuts with knife				
*Helps set table				
*Performs simple errands				
*Does simple household chores				
*Stops at curb and looks both ways before crossing street				
TOTAL				

Comments:

III. COMMUNICATION

	Can Do	Does With Help	Can Not Do	Don't Know
.Produces and comprehends a 4000 word vocabulary				
.Understands relationships expressed by if-then and because, i.e., If you get dressed, then you can go out.				
.Listens to long stories				
.Understands words like some, many, few				
.Understands and follows sequences of events				
.Uses singular, plural and possessive pronouns (e.g., he-his; she-hers; they-theirs)				
.Asks how and why questions to obtain information				
.Engages in conversation abour specific topics for 4-5 exchanges, taking appropriate turns				
.Uses complete, complex sentences in a variety of ways				
.Tells stories				
TOTAL				

IV. PREACADEMICS

	Can Do	Does With Help	Can Not Do	Don't Know
·Picks correct picture from pair of pictures whose names are similar (e.g., bell-ball)				
·Knows when words rhyme				
·Names and points to letters in name				
·Names other selected letters				
·Tells if 2 pictures are the same or different				
·Sequences a 3-card-picture story				
·Can tell the name of some numbers (1-10)				
·Can match small objects on a 1 to 1 bases				
·Draws a figure representing a person; adds basic details (e.g., body parts, clothing, proportion)				
·Copies designs and patterns of circles, squares, triangle				
TOTAL				

Comments:

V. SOCIALIZATION

	Can Do	Does With Help	Can Not Do	Don't Know
·Likes to play house, cowboys, spontaneous action games				
·Plays simple table games according to rules				
·Puts toys away				
·Gives age and birthday				
·Answers telephone, says "Hello", tells person called the message				
·Gets along well in small groups				
·Uses feeling words (e.g., mad, afraid, happy)				
·Comforts playmates in distress				
·Asks for adult help only when needed				
·Chooses own friends				
TOTAL				

Comments:

APPENDIX B

PRE ABACUS SCREENING SYSTEM
LEVEL II

Figure 2

The ABACUS

PreABACUS Screening System Level II

(PASS II)

NAME: _____ DATE: _____

BIRTHDATE: _____ TEACHER: _____

DEVELOPMENTAL AREAS:	1	2	3	4	5	6	7	8	9
I. BODY MANAGEMENT									
A. Gross Motor	*	*	*	*	*	*	*	*	
B. Fine Motor	*	*	*	*	*	*	*		
II. SELF-CARE									
A. Dressing	*	*							
B. Toileting	*	*	*						
C. Grooming	*								
D. Eating	*	*	*						
E. Mechanical Know-How	*								
F. Safety	*								
III. COMMUNICATION									
A. Prerequisites	*	*	*	*	*				
B. Comprehension & Production	*	*	*	*	*	*	*	*	*
IV. PREACADEMICS									
A. Thinking	*	*	*	*	*	*	*		
B. Reading	*	*	*						
C. Mathematics	*	*	*						
D. Writing	*	*	*	*					
V. SOCIALIZATION									
A. Awareness of Self and Others	*	*							
B. Awareness of Feelings	*								
C. Social Information	*								
D. Play Behavior	*								
E. Interactive Behavior	*	*	*						

COMMENTS:

RECOMMENDATIONS:

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	SCORE (DATE / #)	CRITERIA
I. BODY MANAGEMENT A. Gross Motor 1. Sits unassisted	(Child's chair, without sides or arms) a) Put child in chair. Cue. b) Put child on floor in sitting position. Cue.	a) "SIT IN THE CHAIR." b) "SIT ON THE FLOOR."	a. ____ b. ____ 1.	Sits in chair and on floor without props.
2. Walks independently	Stand 15 to 20 feet away from child. Cue.	"WALK TO ME."	2.	Walks to teachers without support or aids.
3. Bends at waist	Model Task. Cue.	"DO THIS."	3.	Bends from waist (knee flex acceptable), maintains balance and returns to full standing position.
4. Catches rolled ball	(8-12 inch rubber ball) Sit on floor 3 feet from child. Model task. Cue.	"CATCH THE BALL."	4.	Stops movement of ball using hands, arms, legs or any combination of these body parts.
5. Throws ball	(8-12 inch rubber ball) Stand 5 feet from child. Model task. Cue.	"THROW THE BALL."	5.	Throws ball 3 feet in direction of teacher.
6. Kicks ball	(8-12 inch rubber ball) Have child stand in front of ball. Model task. Cue.	"KICK THE BALL."	6.	Maintains balance while kicking ball with foot. Ball should move at least two feet.
7. Walks up and down stairs, alternating feet	(Stairs with minimum of 3 standard steps) a) Cue. b) Cue.	a) "WALK UP THE STAIRS." b) "WALK DOWN THE STAIRS."	a. ____ b. ____ 7.	Walks up and down stairs alternating feet without assistance.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

SCORE

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	DATE / #	CRITERIA
8. Jumps forward	Model task of jumping forward with both feet together. Cue.	"JUMP LIKE THIS."	8.	Makes at least 3 forward jumps, keeping both feet together.
B. Fine Motor 1. Picks up and releases object	(5 blocks or beads, container) Place object and container in front of child. Model task. Cue.	"PUT THE BLOCKS IN HERE."	1.	Puts 3 out of 5 objects into container.
2. Pulls large pegs from board	(Pegboard, large pegs) Place pegboard before child. Model task. Cue.	"TAKE THE PEGS OUT."	2.	Removes 3 pegs from board, one at a time.
3. Puts large pegs in board	(Pegboard, large pegs) Place empty pegboard before child. Model task. Cue.	"PUT THE PEGS IN HERE."	3.	Places at least 3 pegs in holes.
4. Places 4 shapes in formboard	(Formboard with a circle, square, triangle, rectangle) Place board in front of child remove forms. Hand forms to child one at a time. Cue.	"PUT THIS IN."	4.	Places 4 forms in matching space.
5. Builds 4-block tower	(Eight 1 inch cubes) Model task. Cue.	"MAKE YOUR BLOCKS LOOK LIKE THIS."	5.	Stacks 4 blocks on top of each other to form tower.
6. Strings large beads	(4 large beads, string with reinforced tip) Model with first bead. Cue.	"STRING THE BEADS."	6.	Strings 3 beads.
7. Cuts with scissors	(Scissors, 4" x 4" construction paper) Present materials. Cue.	"CUT THE PAPER IN TWO"	7.	Holds paper and scissors correctly (thumb up) and cuts paper

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	SCORE (DATE / #)	CRITERIA
II. SELF-CARE A. Dressing 1. Unbuttons	(Child's jacket or dressing vest with medium sized buttons) Have buttoned jacket or vest on child. Point to buttons. Cue.	"UNBUTTON YOUR JACKET."	1.	Unbutton at least 3 buttons
2. Buttons	(Child's jacket or dressing vest with medium sized buttons)	"BUTTON YOUR JACKET."	2.	Buttons at least buttons.
B. Toileting 1. Verbalizes toilet needs	Parent report.		1.	Verbalizes need to use bathroom.
2. Stays dry/ unsoiled during school day	Parent report.		1.	Remains dry/unsoiled during walking hours; uses bathroom when needed; has established bladder/bowel control.
3. Takes self to toilet independently	Observe the child or Parent report.		3.	Indicates needs, takes self to bathroom, completes toileting, returns to room.
C. Grooming 1. Washes hands	(sink, water, soap, towel) Cue. Observe child or parent report.	"WASH YOUR HANDS."	1.	Completes tasks without assistance.
D. Eating 1. Feeds self with fingers	(Finger food, e.g., crackers, dry cereal, carrot sticks, tortilla chips) Present food to child. Cue. Parent report.		1.	Picks up food with fingers and eats it.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	SCORE DATE #	CRITERIA
2. Drinks from glass	(Small glass half full of liquid) Parent report			Picks up glass and drinks without spilling
3. Eats with utensils	(Spoon and qork, bowl, semi-solid foods, solid foods cut in bite size pieces) Parent report.		a. b. 3.	a) Scoops with a spoon b) Stabs with a fork
E. Mechanical Know-How 1. Opens and closes door	(Unlatched door)	a) "OPEN THE DOOR." b) "CLOSE THE DOOR."	a. b. 1.	a) Opens the door. b) Closes the door.
F. Safety	Observe the child.		1.	Moves about environment without running into objects.
III. COMMUNICATION A. Prerequisites 1. Responds to name	Move out of child's line of vision and call name. Observe.	"(CHILD"S NAME)."	1.	Gives alerting response and attempts to locate source of sound.
2. Maintains eye contact	Seat child in chair. Sit directly across from him at child's eye level. Cue.	"LOOK AT ME, (CHILD'S NAME)."	2.	Maintains eye contact for 3 seconds or more.
3. Attends to activity	(Puzzle or toys) Seat child in chair. Sit across from him and play with puzzle or toy. Cue.	"LOOK."	3.	Watches activity for 5 seconds or more.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

ITEM	MATERIALS/PROCEDURES	CUE	DATE / SCORE #	CRITERIA
4. Imitates gestures	Seat child in front of you. Model each task. Cue. a) Wave. b) Clap hands. d) Cover eyes with hands, remove hands.	a) "DO THIS, WAVE BYE-BYE." Wave b) "DO THIS, PAT-A-CAKE, PAT-A-CAKE." Clap hands. c) "DO THIS, PEEK-A-BOO." Cover eyes with hands, remove.	a. b. c. 4.	Imitates 2 out of 3 movements
5. Imitates verbalizations	(Cup, ball, toy dog, spoon, doll) Give child the objects one at a time. Cue.	"(NAME OF OBJECT), SAY, (NAME OF OBJECT) a) cup b) ball c) dog d) spoon e) doll	a. b. c. d. e. 5.	Imitates 4 out of 5 object words, approximations acceptable.
III. COMMUNICATION B. Comprehension and Production 1. Describes pictures	(3 action pictures: boy running, girl eating cookie, boy washing hands) Present each picture one at a time. Cue. a) boy running b) girl eating cookie c) boy washing hands	"TELL ME WHAT IS HAPPENING?" Record child's response. a) _____ b) _____ c) _____	a. b. c. 1.	Describes each picture with at least 2 word phrase that is appropriate for picture. Example: boy run, boy walking, girl eat, eat cookie, wash hands.

ITEM	MATERIALS/PROCEDURES	CUE	DATE	CRITERIA
2. Describes 3 of 6 events in picture	(6 event picture story) Lay pictures on desk in order in front of child. Point to picture on left, sweep hand across entire sequence. Cue	"TELL ME WHAT HAPPENED. TELL ME THE WHOLE STORY.: Record child's response _____ _____ _____ _____ _____ _____	2.	Retells 3 out of 6 events in correct sequence using at least 2 word phrases with syntax.
3. Describes 4 of 6 events in picture story		_____ _____ _____ _____ _____ _____ _____	3.	Use child's response for item 2 in scoring item 3. Retells 4 out of 6 events in correct sequence using complete sentences with correct syntax and grammar.
4. Answers "what" question	(Same as item 2) After child retells story leave pictures on desk. Cue.	"WHAT DIE THE BOY RUN INTO?"	4.	Answers question correctly with no grammatical errors.
5. Answers "why" question	(Same as item 4)	"WHY WAS THE BOY CRYING?"	5.	Same as item 4.
6. Answers "time" question	(Same as item 4)	"WHAT HAPPENED BEFORE THE BOY RAN TO HIS MOTHER?"	6.	Same as item 4.

III. Communication (Contd)

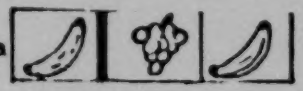
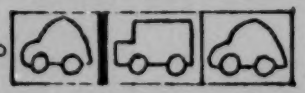
ITEM	MATERIALS/PROCEDURES	CUE	DATE	CRITERIA
7. Answers "how" questions	(Same as item 4)	"HOW DID THE BOY'S MOTHER HELP HIM?"	7.	Same as item 4.
8. Answers "WHAT IF" question	(Same as item 4)	"WHAT WOULD YOU DO IF YOU FELL OFF YOUR BIKE?"	8.	Answers question correctly with no grammatical errors using phrase, "I WOULD..."
9. Retell picture story without pictures.	(Same as item 2) Remove pictures. Cue.	"NOW TELL ME THE WHOLE STORY AGAIN." Record child's response.	9.	Retells 5 out of 6 events in correct sequence using complete sentences with correct syntax and grammar.

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	DATE / SCORE	CRITERIA
IV. PRE-ACADEMICS A. Thinking 1. Explores object	(Small toy or interest) Place toy on table near child. Observe the child.		1.	Reaches, grasps, and handles toy.
2. Finds hidden objects	(Small toy of interest, 3 box lids) Hide toy under one lid as child watches. Observe child.	"FIND THE TOY."	2.	Searches first under correct lid.
3. Uses toys functionally	(Toy car, toy telephone, and 6 blocks) Place toys in front of child one at a time. Observe child.	"PLAY WITH THE____." a) car b) telephone c) blocks	a. b. c. 3.	Uses 2 out of 3 toys functionally. a) Pulls and/or pushes car. b) Places telephone to ear and/or dials. c) Stacks, lines up, and/or arranges blocks.
4. Matches object to pictures	(3 objects and 3 matching pictures: toy, car, telephone, and spoon) Put pictures on table. Hold remaining objects in your hand one at a time. Cue.	"GIVE ME ONE LIKE THIS." a) car b) telephone c) spoon	a. b. c. 4.	Matches all 3 objects to correct picture.
5. Matches shapes	(2 sets of 4 basic two dimensional shapes-circle, square, triangle, rectangle. All shapes 2"-3" in size and same color) Put one set of shapes on table. Hand other set of shapes to child one at a time. Cue.	"POINT TO ONE LIKE THIS." a) circle b) square c) triangle d) rectangle	a. b. c. d. 5.	Matches all 4 shapes

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	SCORE (DATE / #)	CRITERIA
6. Labels colors	(1 set of 6 basic color cubes) Put all 6 cubes on table. Cue.	"WHAT COLOR IS THIS?" a) yellow b) blue c) red d) green e) orange f) black	a. b. c. d. e. f. 6.	Label 6 colors.
7. Finds like picture	(Set of picture strips) Present strips in following order: a  b  c For each strip point to the first picture. Cue	"FIND THE ONE LIKE THIS."	a. b. c. 7.	Does 2 out of 3 correctly.
B. Reading 1. Turns pages of book	(Book with colorful pictures and easy to turn pages) Give the child the book. Cue.	"LOOK AT THE BOOK." "TURN THE PAGES."	1.	Turns 1 to 3 pages at a time.
2. Points to named picture	(Pictures of 5 objects - doll, spoon, ball, car, shoe) Put all 5 pictures on table. Cue.	"POINT TO THE_____." a) doll b) spoon c) ball d) car e) shoe	a. b. c. d. e. 2.	Points to 4 out of 5 pictures.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

ITEM	MATERIALS/PROCEDURES	CUE	SCORE (DATE / #)	CRITERIA
3. Points to printed name	(Four cards: 1 card with child's name printed on it; 3 cards with other student's names) Place all 4 cards on table. Cue.	"POINT TO YOUR NAME."	3.	Points to own name.
C. Mathematics 1. Matches objects one to one, 1-5	(2 identical sets of 6 blocks or counters) Give child one set of blocks. From other set place number of blocks to be matched in front of child 1" apart. Model task "a." Cue for tasks "a-e."	"MATCH THE BLOCKS," and/or "MAKE YOUR BLOCKS LIKE MINE." a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 1.	Correctly matches all objects.
2. Counts objects 1-5	(Set of 5 identical blocks or counters) Place set to be counted in a row in front of child. Cue.	"COUNT THE BLOCKS." a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 2.	Correctly counts aloud sets 1-5.
3. Knows equivalence of objects to numerals 1-5	(Numeral cards 1-5; 6 blocks or counters) Place blocks in front of child. Show child numeral cards one at a time. Cue.	"GIVE ME_____." (Point to card and say numeral.) a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 3.	
D. Writing 1. Scribbles	(Pencils and 2 pieces of paper) Put materials on table. Give pencil and piece of paper to child. Model task. Cue.	"SCRIBBLE LIKE I DID."	1.	Scribbles with a continuous movement.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	DATE / SCORE #	CRITERIA
2. Imitates drawing a cross	(Pencils and a piece of 8½" x 11" paper) Put materials on table. Draw a cross as child watches. Cue. Repeat procedure for second opportunity.	"MAKE A CROSS LIKE THIS ONE. MAKE IT HERE."	a. b. 2.	Makes at least 1 cross that has 2 lines that form an 80 to 100 degree angle. Intersection of lines is in middle third of each line.
3. Copies a square	(Pencil and piece of 8½" X 11" paper with 2" square at top of paper) Put materials on table. Point to model then to area where child is to draw. Cue. Give 2 opportunities.	"MAKE A SQUARE LIKE THIS ONE. MAKE IT HERE."	a. b. 3.	Makes at least 1 box like figure with length not more than twice the width and the 4 angles between 80 to 100 degrees.
4. Makes a circle	(Pencil and piece of paper) Put all materials on table. Cue. Give two opportunities.	"MAKE A CIRCLE."	4.	Makes at least 1 closed, circular figure.
V. SOCIALIZATION A. Awareness of Self and Others 1. Refers to self by name	Gain child's attention. Cue.	"WHAT'S YOUR NAME?"	1.	Gives name
2. Relates to unfamiliar adult	Observe child interacting with unfamiliar adult.		2.	Interacts without undue shyness or fear.
B. Awareness of Feelings 1. Shows feelings	Observe child.		a. b. 1.	An emotional response appropriate to situation, e.g., sees familiar person and smiles; falls down and cries.

The ABACUS
PreABACUS Screening System Level II
(PASS II)

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	SCORE (DATE / #)	CRITERIA
C. Social Information 1. States personal information	Cue.	a. "ARE YOU A BOY OR A GIRL?" b. "HOW OLD ARE YOU?"	a. b. 1.	Responds to both questions with correct information.
D. Play Behavior 1. Initiates and maintains solo play	(Toys of interest) Observe the child.		1.	Initiates and plays appropriately with toys by self without adult supervision.
E. Interactive Behavior 1. Makes choices	(Toys or snack items) Present two things to child. Cue.	"HERE IS A _____ AND A_____, CHOOSE ONE."	1.	Chooses one thing and does not fuss when both are not received.
2. Persists in task	(Task child can complete independently, e.g., blocks, puzzles, paints) Observe the child during screening process		2.	Stays actively involved with task until completed.
3. Puts things away	(Toys/materials child has been using) Cue.	"HELP PUT AWAY THE (toys/materials)."	3.	Assists in putting toys/materials away.

APPENDIX B

REVISED ABACUS

ME: _____

KTHDATE: _____

"THE ABACUS"

ASSESSMENT

DATES: Pre_____ Post_____

TEACHER: _____

VELOPMENTAL AREAS:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
. BODY MANAGEMENT A. Gross Motor	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
B. Fine Motor	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*					
. SELF-CARE A. Dressing	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						
B. Toileting	*	*	*	*	*	*																				
C. Grooming	*	*																								
D. Eating	*	*	*	*	*	*	*	*	*	*	*	*	*	*												
E. Mechanical Know-How	*	*	*	*	*	*																				
F. Safety	*	*	*	*																						
. COMMUNICATION A. Prerequisites	*	*	*	*	*	*	*	*																		
B. Comprehension	*	*	*	*	*	*	*	*	*																	
C. Production	*	*	*	*	*	*	*	*	*	*	*	*														
. PRE-ACADEMICS A. Thinking	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*						
B. Reading	*	*	*	*	*	*	*	*	*	*	*	*														
C. Mathematics	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*										
D. Writing	*	*	*	*	*	*	*	*	*	*	*															
. SOCIALIZATION A. Awareness of Self and Others	*	*	*	*	*	*																				
B. Awareness of Feelings	*	*	*	*	*	*																				
C. Social Information	*	*	*	*	*																					
D. Play Behavior	*	*	*	*	*																					
E. Interactive Behavior	*	*	*	*	*	*	*	*	*	*	*															

/31/82

"THE ABACUS"

ASSESSMENT

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA
I. BODY MANAGEMENT **A. Gross Motor** 1. Rolls from back to stomach	(Toy of interest) Lay child on back. Gain child's interest in toy. Then place toy so child must roll over to get it. Encourage child.		1.			Rolls from back to stomach.
2. Rolls from stomach to back	Same as Item 1 except, lay child on stomach. Encourage child.		2.			Rolls from stomach to back.
3. Sits with support	(Pillow) Put pillow behind child's back or hold child at hips. Observe the child.		3.			Maintains sitting position with head control.
*4. Sits unassisted	(Child's chair, without sides or arms) a) Put child in chair. Cue. b) Put child on floor in sitting position. Cue.	a) "SIT IN THE CHAIR." b) "SIT ON THE FLOOR."	a. b. 4.			Sits in chair and on floor without props.
5. Crawls on hands and knees	Place child on floor in crawling position, walk 4 to 5 feed away from child. Cue. "Come here."	"CRAWL TO ME."	5.			Crawls on hands and knees to teacher
6. Stands with support	(Table, chair or adult support) Pull child up or stand next to table or chair. Stand child next to table or chair to provide support.	"STAND HERE."	6.			Stands holding on to support.
7. Seats self in small chair	(Small chair) Place child near small chair. Model task. Cue.	"SIT IN THE CHAIR."	7.			Seats self in small chair.

A. Gross Motor (cont.)
Page 2

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
8. Stands alone	Stand child on floor. Cue.	"STAND UP."	8.			Stands without supports or aids.
9. Walks with support	Place child near table or hold fingers out for support. Cue.	"WALK."	9.			Walks at least 6 steps with support.
*10. Walks independently	Stand 10 to 15 feet away from child. Cue: "Come here." a) Walks with shoes. b) Walks without shoes.	"WALK TO ME." a) with shoes b) without shoes.	a. b. 10.			Walks to teacher without support or aids, with and without shoes.
*11. Bends at waist	Model task. Cue.	"DO THIS."	11.			Bends from waist (knee flex acceptable), maintains balance and returns to full standing position.
12. Rolls ball	(8-12 inch rubber ball) Sit on floor 3 feet from child. Model task. Cue.	"ROLL THE BALL."	12.			Rolls ball across floor toward teacher.
*13. Catches rolled ball	(8-12 inch rubber ball) Sit on floor 3 feet from child. Model task. Cue.	"CATCH THE BALL."	13.			Stops movement of ball using hands, arms, legs or any combination of these body parts.
* 14. Throws ball	(8-12 inch rubber ball) Stand 5 feet from child. Model task. Cue	"THROW THE BALL."	14.			Throws ball 3 feet in direction of teacher.

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
15. Walks backwards	Model task, take several steps backwards. Cue.	"WALK LIKE THIS."	15.			Takes 4 to 6 steps backwards without falling down and without assistance.
16. Jumps in place	Model task of jumping in place. Cue.	"JUMP LIKE THIS."	16.			Jumps up 2 to 4 times, moving both feet at the same time.
*17. Kicks ball	(8-12 inch rubber ball) Have child stand in front of ball. Model task. Cue.	"KICK THE BALL."	17.			Maintains balance while kicking ball with foot. Ball should move at least two feet.
18. Walks up and down incline surface	(Inclined surface of 10-15°, 3 to 4 feet long) a) Place child at beginning of upward grade. Stand at end of upward grade. Cue. b) Place child at beginning of downward surface. Stand at end of downward surface. Cue.	a) "WALK UP THE BOARD." b) "WALK DOWN THE BOARD."	a. b. 18.			Walks up and down incline surface without aids.
*19. Walks up and down stairs, alternating feet	(Stairs with minimum of 3 standard steps) a) Cue. b) Cue.	a) "WALK UP THE STAIRS." b) "WALK DOWN THE STAIRS."	a. b. 19.			Walks up and down stairs alternating feet without assistance.

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
* 20. Jumps forward	Model task of jumping forward with both feet together. Cue.	"JUMP LIKE THIS."	20.			Makes at least 3 forward jumps, keeping both feet together.
21. Pedals tricycle	(Tricycle, hard-cement surface) Cue.	"RIDE THE TRIKE."	21.			Seats self on trike, pedals and steers without assistance.
22. Climbs ladder and slides down the slide	(Climbing apparatus having at least a 5-rung ladder and slide) Stand at bottom of slide. Cue.	"CLIMB UP THE LADDER AND GO DOWN THE SLIDE."	22.			Climbs ladder and slides down slide without assistance.
23. Walks forward on balance beam	(Walking beam no wider than 6 inches and at least 4 feet long) Model task. Cue.	"WALK ON THE BOARD."	23.			Maintains balance while walking on balance beam.
24. Catches bean bag	(Bean bag at least 4" x 4") Stand 3 to 5 feet in front of child. Cue.	"CATCH THE BEAN BAG."	24.			Uses hands and/or arms to catch thrown bean bag.
25. Steps over knee-high bar	(Adjustable jump standard and bar) Place bar at child's knee height. Stand on one side of bar and cue.	"STEP OVER THE BAR."	25.			Maintains balance while stepping over bar without assistance.
26. Runs course	(20 to 30 yard running course with two turns indicated by markers, e.g., cones, chairs, poles) Model task and cue.	"RUN." a) Runs b) Follows course without falling or hitting markers.	a.			Runs course without falling or hitting markers.
			b.			
			26.			

B. Fine Motor
Page 1

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
B. Fine Motor 1. Uses palmar grasp	(3-inch ball or Nerf ball) Place ball on table in front of child. Model task. Cue.	"PICK UP THE BALL."	1.			Picks up ball using palmar grasp.
2. Uses pincer grasp	(Small objects-pegs, beads) Place object in front of child. Model task. Cue.	"PICK UP THE _____."	2.			Picks up object using pincer grasp.
3. Transfers object hand to hand	(Block or large bead) Hand child an object. Model task. Cue.	"PUT THE BLOCK IN YOUR OTHER HAND."	3.			Transfers object from hand to hand without using table.
*4. Picks up and releases object	(5 blocks or beads, container) Place objects and container in front of child. Model task. Cue.	"PUT THE BLOCKS IN HERE."	4.			Puts 3 out of 5 objects into container.
5. Pushes wheel toy	(Small toy with wheels, e.g., car, truck; flat surface) Model task. Give object to child. Cue.	"DRIVE THE _____." or "MOVE THE _____."	5.			Pushes wheel toy.
6. Puts rings on peg	(Stacking ring toy, rings may vary in size) Take rings off peg. Model task. Cue.	"PUT THE RINGS ON THE PEG."	6.			Puts 3 rings on peg in any order.
*7. Pulls large pegs from board	(Pegboard, large pegs) Place pegboard before child. Model task and cue.	"TAKE THE PEGS OUT."	7.			Removes 3 pegs from board, one at a time.
*8. Puts large pegs in board	(Pegboard, large pegs) Place empty pegboard before child. Model task and cue.	"PUT THE PEGS IN HERE."	8.			Places at least 3 pegs in holes.

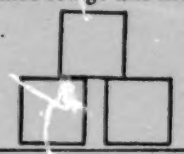
B. Fine Motor (cont.)
Page 2

Responses:
+=correct
o=incorrect

ITEM	MATERIALS PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
*9. Places 4 shapes in formboard	(Formboard with a circle, square, triangle, rectangle) Place board in front of child, remove forms. Hand forms to child one at a time. Cue.	"PUT THIS IN."	9.			Places 4 forms in matching space.
10. Pulls small pegs from board	(Pegboard, small pegs) Place full pegboard in front of child. Model task and cue.	"TAKE THE PEGS OUT."	10.			Takes out at least 3 pegs, one at a time.
11. Puts small pegs in board	(Pegboard, small pegs) Place pegboard and small pegs on table in front of child. Model task and cue.	"PUT THE PEGS IN."	11.			Picks up at least 3 pegs and place them in holes.
*12. Builds 4-block tower	(Eight 1-inch cubes) Model task and cue.	"MAKE YOUR BLOCKS LOOK LIKE THIS."	12.			Stacks 4 blocks on top of each other to form tower.
13. Hammers pegs	(Cobbler's bench or similar pounding toy) Model task and cue.	"HAMMER THE PEG."	13.			Hammers at least 2 pegs into holes.
14. Rotates handle	(Jack in the Box with hand crank) Model task, present toy to child. Cue.	"TURN THE HANDLE."	14.			Rotates handle 5 times.
15. Pastes/Glues	(Dab of paste or glue, 2 pieces of paper, 2 pictures) Model task. Cue.	"PASTE YOUR PICTURE ON THE PAPER."	15.			Applies paste/glue to picture and pastes/glues picture onto paper.
16. Paints with brush at easel	(Easel, paper, paint, smock) Model task and cue.	"PAINT ON THE PAPER."	16.			Dips brush in paint, makes paint strokes on paper.

B. Fine Motor (cont.)
Page 3

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE / SCORE PRE	POST	CRITERIA
17. Nests 4 cups.	(4 nesting cups) Present nested cups, take apart as child watches. Cue.	"PUT THE CUPS TOGETHER."	17.			Correctly fits cups together.
18. Strings large beads	(4 large beads, string with reinforced tip) Model with first bead and cue.	"STRING THE BEADS."	18.			Strings 3 beads.
19. Builds block bridge	(6 one inch cubes) Model task and cue.	"MAKE YOUR BLOCKS LOOK LIKE MINE."	19.			Makes bridge-like model. 
20. Puts together adjacent piece puzzle.	Adjacent piece puzzle with 5 to 7 pieces. As child watches, take pieces out. Present puzzle. Cue.	"PUT THE PUZZLE TOGETHER."	20.			Puts puzzle together without assistance.
21. Cuts with scissors	(Scissors, 4" x 4" construction paper) Present materials and cue.	"CUT THE PAPER IN TWO."	21.			Holds paper and scissors correctly (thumb up) and cuts paper in two.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: + = correct, o = incorrect)
II. SELF-CARE A. Dressing*	*Use child's own clothing when assessing this section.					*Completes each item without assistance unless otherwise stated.
1. Removes socks	(Child's socks) Child has both socks on feet. Point to socks and cue.	"TAKE OFF YOUR SOCKS."	1.			Pulls off both socks.
2. Removes pants	(Child's pull-on pants) Child has on pants. Point to pants and cue.	"TAKE OFF YOUR PANTS."	2.			Takes off pants.
3. Removes untied or unbuckled shoes	(Child's shoes) Untie or unbuckle the child's shoes. Point to shoes and cue.	"TAKE OFF YOUR SHOES."	3.			Takes off shoes.
4. Removes unbuttoned jacket or shirt	(Child's jacket or button shirt) Unbutton the shirt or jacket. Point to shirt or jacket and cue.	"TAKE OFF YOUR SHIRT (JACKET)."	4.			Takes off shirt or jacket.
5. Removes pullover shirt or unbuttoned dress	(Child's dress or T-shirt) Unbutton the child's dress. Point to dress or shirt and cue.	"TAKE OFF YOUR SHIRT (DRESS)."	5.			Takes off shirt or dress over head.
6. Puts on pants	(Child's pants) Lay pants near child. Point to pants and cue.	"PUT ON YOUR PANTS."	6.			Puts on pants (is not responsible for fasteners or zipper).

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
7. Puts on socks	(Child's socks) Lay socks near child. Point to socks and cue.	"PUT ON YOUR SOCKS."	7.			Puts on both socks with heel in correct position.
8. Puts on T-shirt	(Child's T-shirt) Lay T-shirt near child. Point to T shirt and cue.	"PUT ON YOUR SHIRT."	8.			Puts on T-shirt correctly.
9. Puts on coat or jacket	(Child's coat or jacket) Lay coat near child. Point to coat and cue.	"PUT ON YOUR COAT."	9.			Puts on coat or jacket, not responsible for fasteners.
10. Put on shoes	(Child's Shoes) Put shoes on floor near child. Point to and cue.	"PUT ON YOUR SHOES."	10.			Puts shoes on correct feet, not responsible for ties or buckles.
	*For items 11 to 20, dressing vests are acceptable, cue will vary accordingly.					
*11. Unbuttons	(Child's shirt or jacket with medium-sized buttons) Have buttoned shirt on child. Point to buttons and cue.	"UNBUTTON YOUR SHIRT."	11.			Unbuttons at least 3 buttons
*12. Buttons	(Child's shirt or jacket with medium-sized buttons) Have unbuttoned shirt on child. Point to buttons and cue.	"BUTTON YOUR SHIRT."	12.			Buttons at least 3 buttons.

A. Dressing (cont.)
Page 3

SCORE /6

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
13. Unzips	(Child's pants, jacket, etc.) Have zipped clothing on child. Point to zipper and cue.	"UNZIP YOUR_____"	13.			Unzips, not responsible for disengaging zipper.
14. Zips	(Child's pants, jacket, etc.) Engage zipper. Point to zipper and cue.	"ZIP YOUR _____."	14.			Zips up zipper.
15. Unsnaps	(Clothing with snaps) Have snapped clothing on child. Point to snaps and cue.	"UNSNAP YOUR_____"	15.			Unsnaps at least 3 snaps.
16. Snaps	(Clothing with snaps) Have unsnapped clothing on child. Point to snaps and cue.	"SNAP YOUR_____."	16.			Snaps at least 3 snaps.
17. Unbuckles	(Belt with buckle) Have buckled belt on child. Point to belt and cue.	"TAKE IT OFF."	17.			Unbuckles the belt.
18. Buckles	(Belt with buckle) Have unbuckled belt on child. Cue.	"FIX YOUR BELT."	18.			Buckles the belt.
19. Unties	(Shoes with laces) Have tied shoes on child. Cue.	"UNTIE YOUR SHOES."	19.			Unties shoes without leaving knots.
20. Ties	(Shoes with laces) Have untied shoes on child. Cue.	"TIE YOUR SHOES."	20.			Ties shoes.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
B. Toileting 1. Fusses to have diaper changed	Observe the child, or parent report.		1.			Fusses when soiled and/or wet, to indicate soiled/wet pants.
2. Indicates pants soiled/wet	Observe the child, or parent report.		2.			Indicates soiled/wet pants by gesture or verbalization.
* 3. Verbalizes toilet needs	Observe the child or parent report. Child says _____.		3.			Verbalizes need to use bathroom.
* 4. Stays dry and unsoiled for school day.	Observe the child or parent report.		4.			Remains dry and unsoiled during school hours; uses bathroom when needed; has established bladder and bowel control.
5. Cares for self at toilet	Observe the child, or parent report.		5.			Pulls down pants, sits, wipes, pulls up pants, flushes toilet.
* 6. Takes self to toilet independently	Observe the child or parent report.		6.			Indicates needs, takes self to bathroom, completes tasks as in Item 5, returns to room.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE / DATE PRE	SCORE / DATE POST	CRITERIA
C. Grooming *1. Washes hands	(Sink, water, soap, towel) Cue.	"WASH YOUR HANDS."	1.			Completes task without assistance.
2. Blows nose	(Tissue, wastebasket) Cue.	"BLOW YOUR NOSE AND THROW YOUR TISSUE AWAY."	2.			Blows nose and throws tissue in basket.
D. Eating 1. Swallows liquids	(Cup with liquid) Put cup to child's mouth, and hold cup for child. Observe the child.		1.			Swallows liquids without choking.
2. Keeps liquids in mouth	(Cup with liquid) Put cup to child's mouth and hold cup for child. Observe the child.		2.			Liquids stay in mouth prior to swallowing.
3. Keeps food in mouth	(Semi-solid food, e.g., applesauce, pudding) Offer child spoonful of food. Adult holds spoon. Cue.	"EAT THE _____."	3.			Accepts food into mouth, keeps it in and swallows.
4. Chews solid food	(Solid food, e.g., peaches, pineapple, cheese) If necessary, adult holds spoon. Cue.	"EAT THE _____."	4.			Same as Item 3, but also includes chewing.

Responses:
+ = correct
o = incorrect

D. Eating (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA
*5. Feeds self with fingers	(Finger food, e.g., crackers, dry cereal, carrot sticks, tortilla chips) Present food to child. Cue.	"TAKE ONE AND EAT IT."	5.			Picks up food with fingers and eats it.
*6. Drinks from glass	(Small glass half full of liquid) Place glass on table in front of child. Cue.	"DRINK YOUR_____"	6.			Picks up glass and drinks without spilling.
*7. Scoops with utensil	(Spoon, bowl, food, e.g., applesauce, ice cream) Present utensil and food. Cue.	"EAT THE_____"	7.			Scoops food with utensil and brings to mouth.
8. Seats self at table	(Child size table and chair) Cue.	"SIT AT THE TABLE."	8.			Sits on chair at table.
*9. Stabs with a fork	(Fork, bowl or plate, solid food, cut in bite size pieces) Present materials. Cue.	"USE THE FORK TO EAT YOUR_____."	9.			Stabs food and brings to mouth.
10. Drinks through a straw	(Glass with liquid and straw) Present materials. Cue.	"DRINK WITH THE STRAW."	10.			Uses straw to drink liquid from glass.

Responses:
+ = correct
o = incorrect

D. Eating (cont.)
Page 3

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	Responses: +=correct o=incorrect CRITERIA
11. Spreads with a knife	(Knife, bread, spreadable, e.g., butter, jelly, peanut butter) Present materials. Cue.	"USE THE KNIFE TO PUT THE _____ ON THE BREAD."	11.			Uses knife to spread.
12. Uses napkin	(Napkin, snacktime) Cue.	"WIPE YOUR MOUTH."	12.			Uses napkin to wipe mouth.
13. Remains at table while eating	(Snacktime) Observe the child.		13.			Stays in chair at table until finished with snack.
14. Clears place at table	(End of snacktime) Cue.	"CLEAR OFF YOUR PLACE."	14.			Clears place by throwing away disposables and/or placing dishes in sink.
E. Mechanical Know-How						
* 1. Pushes door to open or close	(Door) Take child to door and cue.	"PUSH THE DOOR _____ (OPEN/CLOSED)."	1.			Pushes door open/closed (at least 18 inches) without assistance.
* 2. Pulls door to open or close	(Door) Take child to door and cue.	"PULL THE DOOR _____ (OPEN/CLOSED)."	2.			Pulls door closed/open (at least 18 inches) without assistance.

B. Mechanical Know-How (cont.)
Page 2

SCORE — DATE

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	PRE	POST	CRITERIA
3. Turns door knob	(Door with knob) Take child to door, model task, and cue.	"TURN THE KNOB AND OPEN THE DOOR."	3.			Turns door knob to open door without assistance.
4. Turns water on and off	(Water faucet child can reach) Model and cue.	a) "TURN THE WATER ON." b) "TURN THE WATER OFF."	a. b.			Turns water on and off.
5. Drinks from water fountain	(Water fountain child can reach) Model and cue.	"GET A DRINK."	5.			Drinks from fountain without assistance.
6. Pours from pitcher	(Glass, small pitcher with liquid) Cue.	"POUR THE _____."	6.			Pours liquid into glass from pitcher without spilling.
F. Safety *1. Avoids bumping into objects	Observe the child.		1.			Moves about environment without running into objects.
2. Stops at curb and looks both ways	(Street) Accompany child, cue to stop at curb.	"STOP."	2.			Stops at curb.
3. Hesitates at top of stairs	(Stairs with minimum of 3 steps, hand rail optional) Observe the child.		3.			Hesitates and looks before descending.
4. Carries sharp object correctly	(Scissors) Lay scissors on table and cue.	"TAKE THE SCISSORS TO THE _____."	4.			Carries scissors by blade with point down.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE / DATE PRE	SCORE / DATE POST	CRITERIA (Responses: + = correct, o = incorrect)
III. COMMUNICATION						
A. Prerequisites						
Attention						
1. Responds to auditory sounds	(Bell or other noise maker) Move out of the child's line of vision and make noise with bell or rattle. Observe.		1.			Gives alerting response and/ or moves eyes in direction of sound.
2. Responds to vocal sounds	Move out of his line of vision and make vocal sounds. Observe.		2.			Gives alerting response and/ or moves eyes in direction of sound.
3. Responds to name	Move out of child's line of vision and call name. Observe.	"(CHILD'S NAME)."	3.			Gives alerting response and attempts to locate source of sound.
4. Maintains eye contact	Seat child in chair. Sit directly across from him at child's eye level. Cue.	"LOOK AT ME (CHILD'S NAME)."	4.			Maintains eye contact for 3 seconds or more.
5. Attends to activity	(Puzzle or toys) Seat child in chair. Sit across from him and play with puzzle or toy. Cue.	"LOOK."	5.			Watches activity for 5 seconds or more.
Object Permanence See Preacademics, Thinking, Items 1, 3, 4, 5						

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
Object Specific Play See Preacademics, Thinking, Items 2 and 7						
Imitation 6. Imitates gestures	Seat child in front of you. Model each gesture. Cue. a) Wave b) Clap hands c) Cover eyes with hands, remove hands.	a) "DO THIS, WAVE BYE-BYE." Wave. b) "DO THIS, PAT-A-CAKE, PAT-A-CAKE." Clap hands. c) "DO THIS, PEEK-A-BOO." Cover eyes with hands, remove.	a. b. c. 6.			Imitates 2 out of 3 gestures.
7. Imitates vocalizations	(Toys, blocks) Manipulate toys and make appropriate vocalization, e.g., build tower, knock it over, and say "boom" or "oohh;" push train and say "choo-choo"; push car and say "vrroomm"; dial telephone say "ring, ring", pick up receiver.	If child does not imitate vocalization, repeat and cue, "SAY (vocalization)."	a. b. c. d. e. 7.			Imitates 4 out of 5 vocalizations.
8. Imitates verbalizations	(Cup, ball, toy dog, spoon, doll) Give child the objects one at a time. Cue.	"_____ SAY _____" a) cup b) ball c) dog d) spoon e) doll	a. b. c. d. e. 8.			Imitates 4 out of 5 object words, approximations acceptable.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct, o=incorrect)
Matching See Preacademics, Thinking, Items 6 and 8						
B. Comprehension						
1. Comprehends object words	(Ball, spoon, cup, toy car, toy chair) Put objects on table. Cue.	"POINT TO _____" a) ball b) spoon c) cup d) toy car e) toy chair	a. b. c. d. e. 1.			Points to 4 out of 5 objects.
2. Comprehends action words	(Picture of children running, sitting, washing, eating, sleeping) Place pictures on table. Cue.	"POINT TO THE (BOY OR GIRL) _____" a) running b) sitting c) washing d) eating e) sleeping	a. b. c. d. e. 2.			Points to 4 out of 5 pictures.
3. Comprehends more for recurrence	(Food or drink child likes) Present small amount of food or drink, then cue.	"DO YOU WANT MORE (FOOD OR DRINK)?"	a. b. c. 3.			Child nods head yes, reaches for object or verbally indicates he wants more 2 out of 3 times.

B. Comprehension (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
4. Comprehends no for nonexistence	(Small amounts of snacks or drinks child likes) Place small amount of snack or drink on table. Have child eat or drink it. When the snack or drink is finished cue. Repeat two more times	"WHERE'S THE (DRINK/SNACK)?" DO YOU SEE (DRINK/SNACK)?	a. b. c. 4.			Child shakes head no, searches for piece, or says "no" or "all gone" for 2 out of 3 times.
	Give Production Item 6 (Production of no for nonexistence). Record score under Production Item 6 on page 22.	If child did not give a verbal response on previous cue, say "TELL ME."				Child says "no" or "all gone" for 2 out of 3 times.
5. Comprehends location words	(Doll and doll house) Give child the doll. Cue.	"MAKE /PUT THE DOLL _____" a) go in the house b) go out of the house c) go up the steps d) go down the steps e) go on the house	a. b. c. d. e. 5.			Makes doll perform 4 out of 5 actions.
6. Comprehends no for rejection	(3 foods, drinks, or objects child does not like) Present each object one at a time. Cue.	"DO YOU WANT (OBJECT)?"	a. b. c. 6.			Child shakes head no, pushes object away, or says "no" for 2 out of 3 objects.
	Give Production Item (Produces no for rejection). Record score under Production Item 8 on page 22.	If child did not give a verbal response on previous cue, say "TELL ME."				Child says "no" for 2 out of 3 objects.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: + = correct, o = incorrect)
7. Comprehends attributes	(4 dolls: 1 big, 1 little, 1 broken, 1 dirty) Place big and little dolls on table. Cue. Place broken and dirty doll on table. Cue.	"POINT TO _____ DOLL." a) big b) little c) broken d) dirty	a. b. c. d. 7.			Points to 3 out of 4 attributes.
8. Comprehends no for denial	(3 objects child comprehends names of. Can use objects child comprehended on Comprehension Item 1, i.e., ball, spoon, cup, toy car, toy chair.) Present object one at a time.	"IS THIS A (INCORRECT NAME)?"	a. b. c. 8.			Child shakes head no or says "no" for 2 out of 3 objects.
	Give Production Item (produces no for denial). Record score under Production Item 10 on page 22.	If child did not give a verbal response on previous cue, say "TELL ME."				Child says "no" for 2 out of 3 objects.
9. Comprehends name for possession	(3 articles of child's clothing and same 3 articles of teacher's clothing, e.g., shirt, sweater, shoe, belt, sock) Place each pair of clothing on the table one at a time, e.g., child's shoe and teacher's shoe. Cue for each article of clothing.	"POINT TO (CHILD'S NAME OR TEACHER'S NAME) (CLOTHING)."	a. b. c. d. e. f. 9.			Point to correct person's clothing 4 out of 6 times.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE: DATE PRE	SCORE: DATE POST	CRITERIA (Responses: +=correct o=incorrect)
C. Production						
*1. Produces object words	(Ball, spoon, cup, toy car, toy chair) Show child objects one at a time. Cue.	"WHAT'S THIS?" a) ball b) spoon c) cup d) car e) chair	a. b. c. d. e. 1.			*If longer utterance with "key" word is produced, score +. Names 4 out of 5 objects.
*2. Produces action words	(Pictures of children running, sitting, washing, eating, sleeping) Show child pictures one at a time. Cue.	"WHAT'S (BOY OR GIRL) DOING?" a) running b) sitting c) washing d) eating e) sleeping	a. b. c. d. e. 2.			Names 4 out of 5 actions.
3. Produces more for recurrence	(Food or drink child likes) Present small amount of food or drink, then cue.	"WHAT DO YOU WANT?" If child gives nonverbal response, cue "TELL ME."	a. b. c. 3.			Child says "more" or "another" 2 out of 3 times.
4. Produces <u>want</u> or <u>give me</u> for internal state	(3 toys, foods, drinks child likes) Show child food, toy, or drink one at a time. Cue.	If he gives nonverbal response, e.g., reaches for object, cue "WHAT?"	a. b. c. 4.			Child says "want" or "give me" 2 out of 3 times.
5. Produces <u>help</u> for internal state	(Tasks that child needs help with) Sit near child and observe. Observe 3 situations.	If child gives nonverbal response, e.g., pulling on teacher, pointing, cue "TELL ME."	a. b. c. 5.			Child says "help" 2 out of 3 times.

C. Production (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
6. Produces no or all gone for nonexistence	See Comprehension Item 4 (Comprehension materials, procedure, criteria, and cue. on page 19 for	of no for nonexistence)	a. b. c. 6.			
7. Produces location words	(Doll and doll house) Teacher manipulates doll to: a) go in the house b) go out of the house c) go up d) go down e) go on the house Cue for each manipulation.	"WHERE'S DOLL GOING?" a) in b) out c) up d) down e) on	a. b. c. d. e. 7.			Child says 4 out of 5 location words.
8. Produces no for rejection	See Comprehension Item 6 (Comprehension materials, procedure, criteria, and cue. for	of no for rejection) on page 19	a. b. c. 8.			
9. Produces look or see for notice	Observe in classroom. Observe 3 situations.		a. b. c. 9.			Child says "look" or "see" to gain teacher's or another child's attention 2 out of 3 times.
10. Produces no for denial	See Comprehension Item 8 (Comprehension materials, procedure, criteria, and cue. for	of no for denial) on page 20	a. b. c. 10.			

C. Production (cont.)
Page 3

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA
11. Produces attributes	(5 dolls: 1 broken, 1 big, 1 little, 1 clean, 1 dirty) Demonstration: Place broken doll on table and say, "THIS DOLL IS BROKEN SAY BROKEN. YES. THIS DOLL IS _____." Child should say broken. Item: Place big and little doll on table. Cue. Place clean and dirty doll on table. Cue.	"THIS DOLL IS _____." a) big b) little c) clean/pretty d) dirty/ugly	a. b. c. d. 11.			Child says 3 out of 4 attributes.
12. Produces name for possession	(3 articles of child's clothing and same 3 articles of teacher's clothing, e.g., shirt, sweater, shoe, belt, sock) Place each pair of clothing on table one at a time, e.g., child's shoe and teacher's shoe. Cue. Repeat for each pair of clothing.	"WHOSE (CLOTHING) IS THIS?" Cue for each article of clothing.	a. b. c. d. e. f. 12.			Child says his name or me/my/mine for his clothing and teacher's name or you, yours for teacher's clothing. Makes 4 out of 6 correct responses.

Responses:
+ = correct
o = incorrect

Give Communication Sample to obtain more information about the child's communication skills.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE / DATE PRE	SCORE / DATE POST	Responses: +=correct o=incorrect CRITERIA
IV. PRE-ACADEMICS A. Thinking 1. Looks for object that has disappeared	(Small toy of interest) Sit child in chair. Hold toy in child's line of vision. Move toy underneath child's chair. Observe the child.		1.			Searches with eyes and/or hands at point of disappearance.
* 2. Explores object	(Small toy of interest) Place toy on table near child. Observe the child.		2.			Reaches, grasps, and handles toy.
3. Looks for and picks up dropped object	(Small toy of interest) Hold toy in child's line of vision. Gain child's interest. Drop toy. Observe child.		3.			Obtains toy.
*4. Finds hidden object	(Small toy of interest, 3 box lids) Hide toy under one lid as child watches. Observe the child.	"FIND THE TOY."	4.			Searches first under correct lid.
5. Searches for consecutively hidden object	(Small toy of interest, 3 box lids) As child watches, hide toy in hand. Put hand under #1 lid, #3 lid, then #2 lid, leaving toy under #2 lid. Show child empty hand and cue.	"FIND THE TOY."	5.			Searches in order of hiding or under last lid to find toy.

A. Thinking (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE / SCORE PRE	DATE / SCORE POST	CRITERIA (Responses: + = correct, o = incorrect)
6. Matches objects to objects	(3 pairs of similar objects: 2 spoons, 2 toy cars, & 2 dolls Put 1 object from each pair on table. Hold remaining objects in your hand one at a time and cue.	"GIVE ME ONE LIKE THIS." a) spoon b) car c) doll	a. b. c. 6.			Matches all three objects correctly.
• 7 Uses toys functionally	(Toy car, toy telephone, and 6 blocks) Place toys in front of child one at a time. Observe the child. Cue.	"PLAY WITH THE _____." a) car b) telephone c) blocks	a. b. c. 7			Uses 2 out of 3 toys functionally. a) Pulls and/or pushes car. b) Places telephone to ear and/or dials. c) Stacks, lines up, and/or arranges blocks.
•8 Matches object to pictures	(3 objects and 3 matching pictures: toy car, telephone, spoon) Put pictures on table. Hold remaining objects in your hand one at a time and cue.	"GIVE ME ONE LIKE THIS." a) car b) telephone c) spoon	a. b. c. 8			Matches all three objects to correct picture.

A. Thinking (cont.)
Page 3

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
9. Finds object by touch	(Mystery box or opaque cloth/plastic bag; 4 objects: ball, block, key, toy dog. Name objects. Put objects in box or bag. Cue. After child finds an object return it to bag.	"FIND THE _____."				Finds 3 of 4 requested objects by touch only.
		a) ball	a.			
		b) block	b.			
		c) key	c.			
		d) dog	d.			
			9.			
10. Recalls hidden objects	(5 objects: cup, button, spoon, block, penny) Put objects on table. Label each object. Have child close/cover eyes or screen objects. Cover the object with the container. Have child open/uncover eyes or remove screen. Cue.	"WHAT DID I HIDE?"				Names 2 out of 3 hidden objects.
		a) block	a.			
		b) cup	b.			
		c) spoon	c.			
			10.			
11. Repeats 3 digits	Say digits at rate of 1 per second. Cue.	"LISTEN, SAY_____."				Repeats 1 out of 2 digit patterns in correct order.
		a) 2, 5, 10	a.			
		b) 7, 9, 1	b.			
			11.			
12. Matches shapes	(2 sets of 4 basic two-dimensional shapes-circle, square, triangle, rectangle. All shapes 2"-3" in size and same color) Put one set of shapes on table Hand other set of shapes to child one at a time and cue.	"POINT TO ONE LIKE THIS."				Matches all 4 shapes.
		a) circle	a.			
		b) square	b.			
		c) triangle	c.			
		d) rectangle	d.			
			12			

A. Thinking (cont.)
Page 4

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
13. Matches colors	(2 sets of 6 basic color cubes – yellow, blue, red, green, orange, black) Put one set of cubes on table. Hand other set of cubes to child one at a time and cue.	"POINT TO ONE LIKE THIS."				Matches all 6 colors.
		a) yellow	a.			
		b) blue	b.			
		c) red	c.			
		d) green	d.			
		e) orange	e.			
		f) black	f.			
			13			
14. Points to colors	(1 set of 6 basic color cubes – yellow, blue, red, green, orange, black) Put all 6 cubes on table and cue.	"POINT TO THE_____ BLOCK."				Points to 6 colors.
		a) yellow	a.			
		b) blue	b.			
		c) red	c.			
		d) green	d.			
		e) orange	e.			
		f) black	f.			
			14			
15. Labels colors	(1 set of 6 basic color cubes) Put all 6 cubes on table. Cue.	"WHAT COLOR IS THIS?"				Labels 6 colors.
		a) yellow	a.			
		b) blue	b.			
		c) red	c.			
		d) green	d.			
		e) orange	e.			
		f) black	f.			
			15			

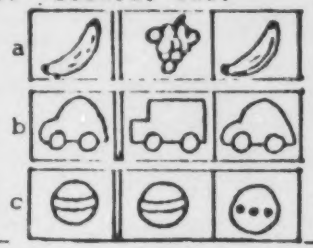
SCORE

Responses:
+ = correct
o = incorrect

A. Thinking (cont.)
Page 5

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE / SCORE PRE	DATE / SCORE POST	Response + = correc o = incorr CRITERIA
16. Indicates which pictures go together	(Individual pictures of hammer, nail; shoe, sock; milk carton, glass; comb, brush) Put one picture from each pair on table. Give child one of the remaining pictures. After child matches that picture, remove card given to child, leaving original pictures on table. Repeat procedure for each picture.	"WHAT GOES WITH THIS?" Cue.				Matches all pairs.
		a) shoe	a.			
		b) comb	b.			
		c) milk	c.			
		d) hammer	d.			
			16			
17. Arranges pictures into categories	(Pictures of animals – dog, cat, horse; food – orange, sandwich, ice cream cone; clothes – shoes, coat, socks) Place 5 pictures in front of child – all 3 from one category plus 2 others. Cue. Repeat for each category.	"POINT TO ALL THE _____."				Finds all pictures for each category.
		a) animals	a.			
		b) clothes	b.			
		c) food	c.			
			17			
18. Points to shapes	(4 basic two-dimensional shapes - circle, square, triangle, rectangle. All shapes 2"-3" in size and same color) Put all shapes on table and cue.	"POINT TO THE _____."				Points to all shapes.
		a) circle	a.			
		b) square	b.			
		c) triangle	c.			
		d) rectangle	d.			
			18			

A. Thinking (cont.)
Page 6

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA
19. Labels shapes	(4 basic two dimensional shapes - circle, square, triangle. All shapes 2"-3" in size and same color) Put all shapes on table and cue.	"WHAT SHAPE IS THIS?" a) circle b) square c) triangle d) rectangle	a. b. c. d. 19			Labels all shapes.
20 Finds like pictures	(Set of picture strips) Present strips in following order: a) fruit b) cars c) balls For each strip point to the first picture. Cue. 	"POINT TO THE ONE LIKE THIS."	a. b. c. 20			Does 2 out of 3 correctly.
21. Tells if pictures are same/different	(Set of 5 cards - each card has 2 simple line drawings) Present cards one at a time in the following order: a) two identical houses b) sock, hat c) bird, dog d) two identical trees e) ball, block	"ARE THESE TWO THE SAME? ARE THEY ALIKE?" a) houses b) sock, hat c) bird, dog d) trees e) ball, block	a. b. c. d. e. 21			Does 4 out of 5 correctly.

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	Responses: +=correct o=incorrect CRITERIA
B. Reading *1. Turns pages of a book	(Book with colorful pictures and easy to turn pages) Give the child the book and cue.	"LOOK AT THE BOOK. TURN THE PAGES."	1.			Turns 1 to 3 pages at a time.
*2. Points to named picture	(Pictures of 5 objects – doll, spoon, ball, car, shoe) Put all 5 pictures on table and cue.	"POINT TO THE _____." a) doll b) spoon c) ball d) car e) shoe	a. b. c. d. e. 2.			Points to 4 out of 5 pictures.
3. Names 5 pictures in a book	(Picture book with a picture of a dog, fork, girl, airplane, and telephone) Point to each picture and cue.	"WHAT IS THIS?" a) dog b) fork c) girl d) airplane e) telephone	a. b. c. d. e. 3.			Names 4 out of 5 pictures.
4. Names or points to missing part of picture	(Set of 5 pictures with simple line drawings: doll with arm missing, car with tire missing, cup with handle missing, shoe with shoelace missing, hand with finger missing) Show each picture to child one at a time and cue.	"WHAT IS MISSING?" and/or "WHAT IS GONE?" a) doll b) car c) cup d) shoe e) hand	a. b. c. d. e. 4.			Points to or names 4 out of 5 missing parts.

B. Reading (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE / SCORE PRE	DATE / SCORE POST	Responses: +=correct o=incorrect CRITERIA
5. Recalls object in a picture	(One picture of 4 toys) Show child picture and label each toy. Remove picture and cue.	"WHAT DID YOU SEE?"	5.			Recalls 2 out of 4 toys.
*6. Points to printed name	(Four cards: 1 card with child's name printed on it, 3 cards with other student's names) Place all 4 cards on table and cue.	"POINT TO YOUR NAME."	6.			Points to own name.
7. Matches letters	(5 pairs of cards as outlined below) a. b. B — T C B X R — A S H R l — l s p a f — b f h g m — m u p r Present the cards in the above order. For each item place card "b" in front of child. Hand child card "a" and cue.	"FIND THE LETTER LIKE THIS." a) B b) R c) l d) f e) m	a. b. c. d. e. 7.			Matches 4 out of 5 cards.

SCORE

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
8. Matches color words	(Two sets of color word cards written in brown ink on white 4" x 5½" paper; one card for each of the 6 basic colors – yellow, blue, red, green, orange, black) Put one set of cards on the table. Hand the other set of cards to the child one at a time. Cue.	"FIND THE WORD LIKE THIS." a) yellow b) blue c) red d) green e) orange f) black	a. b. c. d. e. f. 8.			Matches all color cards.
9. Sequences 3-card picture story	(Two 3-card picture stories) Demonstration Item – Eating an ice cream cone. Place cards on the table in mixed up order. Then cue. Put the cards in order so they tell a story. Explain the story, Item – Putting on shoes and socks. Put the story cards on the table in mixed up order and cue.	Demonstration Cue "I AM MAKING THE CARDS TELL A STORY." Item Cue "MAKE THE CARDS TELL A STORY."	9.			Put story in correct order.

B. Reading (cont.)
Page 4

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE: DATE PRE	SCORE: DATE POST	Responses: +=correct o=incorrect CRITERIA
10. Points to letters in name	(Card with child's name printed on it) Put card on table. Ask for letters in random order. Cue.	"POINT TO (letter)."	10.			Points to each letter correctly.
11. Reads 5 words in context	(Labels cut out of 8 common objects – Coke carton, McDonald's sack, milk carton, stop sign, bread wrapper, Crest box) Present each label one at a time. Point to specified word and cue.	"WHAT DOES THIS SAY?"				Reads 4 out of 6 words.
		a) Coke	a.			
		b) McDonald's	b.			
		c) milk	c.			
		d) stop	d.			
		e) bread	e.			
		f) Crest	f.			
			11.			
12. Labels letters in name	(Card with child's name printed on it) Put the card on the table. Point to each letter in the child's name in random order. Cue.	"WHAT LETTER IS THIS?"	12.			Labels all letters.

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: + = correct, o = incorrect)
C. Mathematics 1. Demonstrates knowledge of simple quantitative vocabulary	(Raisin, cereal, or peanuts) Put 7 raisins on table for child, 3 for self. Cue. Eat or remove all raisins before giving task d. a) one b) more (another) c) all d) all gone	a) "GIVE ME ONE b) "GIVE ME MORE." c) "GIVE ME ALL THE THE RAISINS." d) "WHERE ARE THE RAISINS?"	a. b. c. d. 1.			a) Child gives one raisin to teacher. b) Child gives one or more raisins to teacher. c) Child gives teacher all the raisins. d) Child says "all gone", "no", or "no more."
*2. Matches objects one to one	(2 identical sets of 6 blocks or counters) Give child one set of blocks. From other set place number of blocks to be matched in front of child. 1" apart. Model task a . Cue for tasks a-e .	"MATCH THE BLOCKS," and/or "MAKE YOUR BLOCKS LIKE MINE." a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 2			Correctly matches all objects.

C. Mathematics (cont.)
Page 2

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA (Responses: +=correct o=incorrect)
• 3. Counts objects 1-5	(Set of 5 identical blocks or counters) Place set to be counted in a row in front of child. Cue.	"COUNT THE BLOCKS."				Correctly counts aloud sets 1-5.
		a) 2	a.			
		b) 1	b.			
		c) 5	c.			
		d) 3	d.			
		e) 4	e.			
			3			
4. Matches objects one to one 6-10	(2 identical sets of 12 blocks or counters) Procedures same as Item #3.	"MATCH THE BLOCKS, and/or MAKE YOUR BLOCKS LIKE MINE."				Correctly matches all objects.
		a) 6	a.			
		b) 10	b.			
		c) 7	c.			
		d) 9	d.			
		e) 8	e.			
			4.			
5. Counts objects 6-10	(Set of 10 identical blocks or counters) Procedures same as Item #4.	"COUNT THE BLOCKS."				Correctly counts aloud sets 6-10.
		a) 6	a.			
		b) 10	b.			
		c) 7	c.			
		d) 9	d.			
		e) 8	e.			
			5.			

C. Mathematics (cont.)
Page 3

SCORE — DATE: PRE / POST

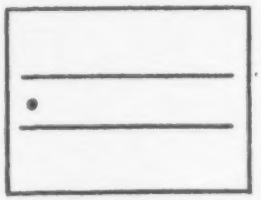
Responses:
+=Correct
o=Incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	PRE	POST	CRITERIA
• 6. Knows equivalence of objects to numerals 1-5	(Numeral cards 1-5; 6 blocks or counters) Place blocks in front of child. Show child numeral cards one at a time and cue.	"GIVE ME _____." (Point to card and say numeral.) a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 6.			Places correct number of blocks with numeral card.
• 7. Labels numerals 1-5	(Numeral cards 1-5) Present numeral cards in random order one at a time and cue.	"WHAT NUMBER IS THIS?" a) 2 b) 1 c) 5 d) 3 e) 4	a. b. c. d. e. 7.			Labels each numeral correctly 1-5.
3. Knows equivalence objects to numerals 6-10	(Numeral cards 6-10; 11 blocks or counters) Procedures same as Item #9.	"GIVE ME _____." (Point to card and say numeral). a) 6 b) 10 c) 7 d) 9 e) 8	a. b. c. d. e. 8.			Places correct number of blocks with numeral card.

C. Mathematics (cont.)
Page 5

ITEM	MATERIALS/PROCEDURES	CUE	#	SCORE DATE PRE	SCORE DATE POST	CRITERIA
9. Labels numerals 6-10	(Numeral cards 6-10) Procedures same as Item #11.	"WHAT NUMBER IS THIS?" a) 6 b) 10 c) 7 d) 9 e) 8	a. b. c. d. e. 9.			Labels each numeral correctly 6-10.
10. Demonstrates knowledge of more and less	(Raisins, cereal, or peanuts) Put 7 raisins on table for child, 3 for self. For "b" teacher gives herself two more raisins. Cue a) more b) less	a) "WHO HAS MORE RAISINS?" b) "WHO HAS LESS RAISINS?"	a. b. 10.			a) Child indicates he has more. b) Child indicates he has less.
11. Tells what numeral comes next	(Numeral cards 1-4) Present numeral cards one at a time in random order. Cue.	"WHAT NUMBER COMES AFTER _____?" (Show card and say numeral). a) 2 b) 4 c) 1 d) 3	a. b. c. d. 11.			Tells correct number.

Responses:
+ = Correct
o = Incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	Response + = correct o = incorrect CRITERIA
D. Writing						
1. Marks on paper	(Pencil and paper) Put materials on table. Model task and cue.	"MARK ON THE PAPER."	1.			Makes random marks on paper.
2. Scribbles	(Pencils and 2 pieces of paper) Put materials on table. Give pencil and piece of paper to child. Model task and cue.	"SCRIBBLE LIKE I DID."	2.			Scribbles with a continuous movement.
3. Draws line between 2 horizontal lines	(Pencils and 3 pieces of 4" x 5½" paper, each paper having 1 pair of 5" long horizontal lines 1" apart) Put materials on table. Model task on one piece of paper. Present remaining 2 papers, one at a time. Cue. 	"DRAW A LINE HERE." while pointing between the 2 lines.	a. b. 3.			Draws at least one 4" long line between the horizontal lines.

D. Writing (cont.)
Page 2

SCORE

Responses:
+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
4. Draws line between 2 vertical lines	(Pencils and 3 pieces of 4" x 5½" paper, each paper having 1 pair of 5" long vertical lines; 1" apart) Put materials on table. Model task on one piece of paper. Present remaining 2 papers one at a time and cue.	"DRAW A LINE HERE," while pointing between the 2 lines.	a.			Draws a 4" line which is between the vertical lines.
			b.			
			4.			
5. Imitates drawing a cross	(Pencils and a piece of 8½" x 11" paper) Put materials on table. Draw a 3" cross as child watches then cue. Repeat procedure for second opportunity.	"MAKE A CROSS. LIKE THIS ONE. MAKE IT HERE."	a.			Makes at least 1 cross that has 2 lines that form a 80 to 100 degree angle. Intersection of lines is in the middle third of each line.
			b.			
			5.			
6. Copies circle	(Pencil and piece of 8½" x 11" paper with 2" circle at top of paper) Put materials on table. Point to model then to area where child is to draw. Cue. Give two opportunities.	"MAKE A CIRCLE LIKE THIS ONE, MAKE IT HERE."	a.			Makes at least 1 closed circular figure.
			b.			
			6.			
7. Copies square	(Pencil and piece of 8½" x 11" paper with 2" square at top of paper) Put materials on table. Point to model then to area where child is to draw. Cue. Give two opportunities.	"MAKE A SQUARE LIKE THIS ONE, MAKE IT HERE."	a.			Makes at least 1 box-like figure with length not more than twice the width and the 4 angles between 80 to 100 degrees.
			b.			
			7.			

Writing (cont.)
Page 3

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE / SCORE PRE	DATE / SCORE POST	Responses: + = correct o = incorrect CRITERIA
Makes circle	(Pencil and piece of paper) Put all materials on table. Cue. Give two opportunities.	"MAKE A CIRCLE."	a.			Makes at least 1 closed, circular figure.
			b.			
			3.			
Writes first name with model	(Pencil and piece of unlined paper. Card with child's name printed on it) Put name card above paper and cue. Give two opportunities.	(Point to model) "SEE YOUR NAME?" "WRITE IT HERE."	a.			Writes name legibly one time with letters in order.
			b.			
			9.			

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	Responses: + = correct o = incorrect CRITERIA
SOCIALIZATION Awareness of Self and Others Recognizes Self in Mirror	(Mirror) Hold mirror so that child can see himself. Cue.	"WHO'S THAT?"	1.			Responds to indicate awareness of self, e.g., says "me"; refers to self by name or points to self.
Responds to greeting	(Familiar person) Cue.	"HI."	2.			Responds with verbal greeting.
Initiates Greeting	(Familiar person) Cue.		3.			Initiates verbal greeting.
Separates from parent	(Parent, familiar person) Observe the child.		4.			May fuss momentarily, but quiets.
Relates to unfamiliar adult	Introduce child to unfamiliar adult. Observe the child.		5.			Interacts without undue shyness or fear.
Initiates peer contact	(Classroom or playground; other children) Observe the child.		6.			Approaches peer(s) and engages in acceptable interaction.

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	Responses: + = correct o = incorrect CRITERIA
B. Awareness of Feelings						
1. Watches person in line of vision	(Familiar person) Have familiar person walk past child. Observe the child.		1.			Focuses on person and moves eyes/head to follow person.
2. Looks at face of person talking	(Position self at child's eye level. Talk to child. Observe the child.		2.			Looks at face of person talking.
3. Shows feelings	Observe the child.		3.			An emotional response appropriate to situation, e.g., sees familiar person and smiles; falls down and cries.
4. Shows affection	Observe the child.		4.			Gives affection appropriate to situation, e.g., hugs, kisses, sits in adult lap and snuggles
5. Shows concern for others	Observe the child.		5.			Demonstrates appropriate concern for others, e.g., comforts hurt child; shows sympathy for playmate(s) in distress.

Response: + = correct, ● = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
6. Shows pride/ responds to praise	Observe the child.		6.			Upon completion of task child shows pride by smiling, shows accomplishments to others, or demonstrates acceptance of praise.
C. Social Information						
1. States name	Cue.	"WHAT'S YOUR NAME?"	1.			Responds to question with correct information.
2. States sex	Cue.	"ARE YOU A BOY OR A GIRL?"	2.			Responds to question with correct information.
3. States age	Cue.	"HOW OLD ARE YOU?"	3.			Responds to question with correct information.
4. States address	Cue.	"WHAT'S YOUR ADDRESS?" or "WHERE DO YOU LIVE?"	4.			Responds to question with correct information.
5. States phone number	Cue.	"WHAT'S YOUR PHONE NUMBER?"	5.			Responds to question with correct information.

+ = correct
o = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
D. Play Behavior						
1. Initiates and maintains solo play	(Toys of interest) Observe the child.		1.			Initiates and plays appropriately with toys by self without adult supervision.
2. Engages in parallel play	(Another child nearby playing with toys/materials; additional toys/materials available) Observe the child.		2.			Plays appropriately with toys near another child and/or uses same materials, but does not necessarily interact with other child.
3. Plays pretend roles	(Play setting that would facilitate pretend roles, e.g., hats, equipment, props that relate to various occupations) Observe the child.		3.			Pretends to be another recognizable person during play activity, e.g., mommy, fireman, cowboy, teacher.
4. Engages in cooperative play	(Another child at the cooperative play level; toys/materials available) Observe the child.		4.			Engages in play with one other child, sharing toys/materials; working out differences.
5. Plays cooperative in small group	(Other children at the cooperative play level; toys/materials for group activity) Observe the child.		5.			Engages in play in a small group, shares toys/materials; adjusts to new children entering group; works out differences.

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	+=correct o=incorrec CRITERIA
E. Interactive Behavior						
1. Recognizes own possessions	(Child's personal possessions e.g., toys, drawing, caryons, etc.) Show child possession. Cue.	"WHOSE IS THIS?"	1.			Responds to questions with "me"/ "mine"; gives name or point to self.
2. Shares toys or food	(Other children; toys or food) Cue.	"LET (name of other child) HAVE A (name of toy or food)"	2.			Shares toys or food without fussing or being aggressive toward other children.
3. Waits and takes turn	(Other children in classroom) Observe the child during a group activity.		3.			Waits and takes turn without fussing or being aggressive toward other children.
4. Participates in group activity	(Group time, e.g., story time, sharing, music or any similar activity) Observe the child.		4.			Joins in group activity and participates appropriately.
*5. Makes choices	(Toys or snack time) Present two things to child. Cue.	"HERE IS A _____ AND A _____, PICK ONE."	5.			Chooses one thing and does not fuss when both are not received.

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA (+ = correct, o = incorrect)
6. Persists in task	(Task child can complete independently, e.g., blocks, puzzles paints) Observe the child.		6.			Stays actively involved with task until completed or for at least 5-10 minutes.
7. Puts things away	(Toys/materials child has been using) Cue.	"HELP PUT AWAY THE (toys/materials)".	7.			Assists in putting toys/materials away.
8. Makes transition between classroom activities	Cue. Observe child.	Cue appropriate to transition.	8.			Responds to directions. Changes activities without resistance, delay, or interfering with other children.
9. Follows directions	Cue. Observe child.	After snack time, Cue: "THROW AWAY YOUR NAPKIN/TRASH." "WASH YOUR HANDS AND SIT DOWN."	a.			Carries out both 3 step commands.
		Getting ready to leave classroom, Cue: "PUT AWAY YOUR MATERIALS." "GET YOUR COAT AND GET IN LINE."	b.			
			9.			
10. Goes on errand	Observe the child.		10.			Completes simple errands outside classroom

Response
+ correct
● = incorrect

ITEM	MATERIALS/PROCEDURES	CUE	#	DATE PRE	DATE POST	CRITERIA
11. Predicts consequences	Present story or cue in similar social situation: "A child bigger than yourself has a ball that you want. You grab it away from him. What do you think will happen next?	"WHAT DO YOU THINK WILL HAPPEN NEXT?"	12.			Predicts logical consequences for story or similar social situation.

APPENDIX B

ABACUS ASSESSMENT/CURRICULUM CROSS-REFERENCE

Assessment/Curriculum Cross-Reference

velopmental Area: BODY MANAGEMENT (BM)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
A. Gross Motor				
1. Rolls from back to stomach	BM Group	BM-3 Rolling Over	II Rolls from back to stomach	G-BM-8 Creative Movement
2. Rolls from stomach to back	BM Group	BM-3 Rolling Over	III Rolls from stomach to back	G-BM-8 Creative Movement
3. Sits with support	BM	BM-4 Sitting	I Sits on floor with back supported II Sits in small arm chair	
4. Sits unassisted	BM	BM-4 Sitting	III Sits in small chair IV Sits on floor	
5. Crawls on hands and knees	Group			G-BM-8 Creative Movement
6. Stands with support	BM	BM-5 Standing, Walking, Running, Jumping (SWRJ)	I Stands	
7. Seats self in small chair	BM	BM-4 Sitting	III Sits in small chair IV Sits on floor	
8. Stands alone	BM	BM-5 SWRJ	I Stands	

Assessment/Curriculum Cross-Reference

Developmental Area: BODY MANAGMENT (BM)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
9. Walks with support	BM Group	BM-5 SWRJ	II Walks Forward	G-BM-5 Obstacle Course
10. Walks independently	BM Group	BM-5 SWRJ	II Walks Forward	G-BM-5 Obstacle Course
11. Bends at waist	Group			G-BM-8 Creative Movement
12. Rolls ball	BM Group	BM-9 Catching & Throwing	II Throws 2-Handed	G-BM-3 Throwing, Rolling and Catching Balls
13. Catches rolled ball	BM Group	BM-9 Catching & Throwing	I Catches	G-BM-3 Throwing, Rolling and Catching Balls
14. Throws ball	BM Group	BM-9 Catching & Throwing	III Throws 1-handed	G-BM-3 Throwing, Rolling and Catching Balls
15. Walks backwards	BM	BM-5 SWRJ	III Walks Backward	
16. Jumps in place	BM Group	BM-5 SWRJ	IV Jumps	G-BM-5 Obstacle Course

Developmental Area: BODY MANAGEMENT (BM)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
17. Kicks ball	Group			G-BM-4 Kicking Balls
18. Walks up and down incline surface	BM Group	BM-6 Walking Up and Down Incline and Stairs	I Walks Up Incline II Walks Down Incline	G-BM-1 Climbing and Sliding (Stairs, Ladder, Slide)
19. Walks up and down stairs, alternating feet	BM Group	BM-6 Walking Up and Down Incline and Stairs	III Walks Upstairs IV Walks Downstairs	G-BM-1 Climbing and Sliding (Stairs, Ladder, Slide)
20. Jumps forward	BM Group	BM-5 SWRJ	IV Jumps	G-BM-5 Obstacle Course
21. Pedals tricycle	BM Group	BM-8 Riding a Tricycle	I Pedals Trike Forward	G-BM-2 Riding Scooters and Trikes
22. Climbs ladders and slides down slide	Group			G-BM-1 Climbing and Sliding (Stairs, Ladder & Slide)

Assessment/Curriculum Cross-Reference

Developmental Area: BODY MANAGEMENT (BM)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
23. Walks forward on balance beam	BM	BM-7 Walking on a Balance Beam	I Walks Forward on Balance Beam	
24. Catches bean bag	BM Group	BM-9 Catching and Throwing	I Catches	G-BM-3 Throwing, Rolling, and Catching
25. Steps over knee-high bar	Group			G-BM-5 Obstacle Course
26. Runs course	BM Group	BM-5 SWRJ	IV Runs	G-BM-5 Obstacle Course G-BM-8 Creative Movement
B. Fine Motor 1. Use palmar grasp	BM	BM-10 Grasping and Releasing Objects	I Uses Palmar Grasp	
2. Uses pincer grasp	BM	BM-10 Grasping and Releasing Objects	II Uses Pincer Grasp	
3. Transfers object hand to hand	BM	BM-10 Grasping and Releasing Objects	III Transfer Objects Hand to Hand	
4. Picks up and releases object	BM	BM-12 Putting pegs in pegboard	I Grasps and Releases Large Pegs	

Assessment/Curriculum Cross-Reference

elopmental Area: BODY MANAGEMENT (BM)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
16. Paints	Group			G-BM-16 Painting
17. Nest 4 cups	BM	BM-18 Nesting Cups	I Nest Cups or Objects	
18. Strings large beads	BM Group	BM-19 Stringing	I String Large Beads	G-BM-13 Stringing
19. Builds	BM Group	BM-15 Building with Blocks	II Builds a Bridge	G-BM-10 Block Building
20. Puts together adjacent piece puzzle	BM Group	BM-13 Formboards and Puzzles	III Adjacent Puzzles	G-BM-9 Form-boards and Puzzles
21. Cuts with scissors	BM Group	BM-20 Cutting with Scissors	I Cuts on Straight Line	G-BM-14 Cutting

Developmental Area: BODY MANAGEMENT (BM)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
5. Pushes wheel toy	PA	PA-2 Playing with Toys	I Plays with Toys	
6. Puts rings on pegs	BM	BM-11 Putting Rings on a Peg	I Puts Rings on Peg	
7. Pulls large pegs from board	BM	BM-12 Putting Pegs in Pegboard	II Puts Large Pegs in Pegboard	
8. Puts large peg in board	BM	BM-12 Putting Pegs in Pegboard	II Puts Large Pegs in Pegboard	
9. Places 4 shapes in formboard	BM	BM-13 Forms Boards and Puzzles	I Formboards	
10. Pulls small pegs from board	BM	BM-12 Putting Pegs in Pegboard	III Puts Small Pegs in Pegboard	
11. Puts small pegs from board	BM Group	BM-12 Putting Pegs in Pegboard	III Putting Small Pegs in Pegboard	
12. Builds 4-block tower	BM Group	BM-15	I Builds a Tower	G-BM-10 Block Building
13. Hammers pegs	BM	BM-14 Hammering Peg	I Hammers Pegs	
14. Rotates handle	PA	PA-1 Exploring the Environment	IV Use Cause-Effect Reasoning	
15. Pastes/glues	BM Group	BM-16 Pasting and Gluing	II Pastes Shapes on Paper	G-BM-14 Cutting

Assessment/Curriculum Cross-Reference

velopmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
A. Dressing				
1. Removes socks	SC	SC-1 Undressing	II Removes Socks	
2. Removes pants	SC	SC-1 Undressing	III Removes Pants	
3. Removes untied or unbuckled shoes	SC	SC-1 Undressing	I Removes Shoes	
4. Removes unbuttoned jacket or shirt	SC Group	SC-1 Undressing	IV Removes Shirts, Sweater and/or Coat	G-SC-1 Taking Off and Putting on Coat
5. Removes pullover shirt or unbuttoned dress	SC	SC-1 Undressing	V Remove T-Shirt	
6. Puts on pants	SC	SC-2 Dressing	III Puts on Pants	
7. Puts on socks	SC	SC-2 Dressing	II Puts on Socks	
8. Puts on T-shirt	SC	SC-2 Dressing	V Puts on T-Shirt	
9. Puts on coat or jacket	SC Group	SC-2 Dressing	IV Puts on Shirt, Sweater and/or Coat	G-SC-1 Taking Off and Putting on Coat

velopmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
10. Puts on shoes	SC	SC-2 Dressing	I Puts on Shoes	
11. Unbuttons	SC Group	SC-3 Unfastening	III Unbuttons	G-SC-2 Fastening/ Unfastening
12. Buttons	SC Group	SC-4 Fastening	III Buttons	G-SC-2 Fastening/ Unfastening
13. Unzips	SC Group	SC-3 Unfastening	I Unzips	G-SC-2 Fastening/ Unfastening
14. Zips	SC Group	SC-4 Fastening	I Zips	G-SC-2 Fastening/ Unfastening
15. Unsnaps	SC Group	SC-3 Unfastening	II Unsnaps	G-SC-2 Fastening/ Unfastening
16. Snaps	SC Group	SC-4 Fastening	II Snaps	G-SC-2 Fastening/ Unfastening
17. Unbuckles	SC Group	SC-3 Unfastening	IV Unbuckles	G-SC-2 Fastening/ Unfastening

elopmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
18. Buckles	SC Group	SC-4 Fastening	IV Buckles	G-SC-2 Fastening/ Unfastening
19. Unties	SC	SC-3 Unfastening	V Unties	G-SC-2 Fastening/ Unfastening
20. Ties	SC Group	SC-4 Fastening	V Ties	G-SC-2 Fastening/ Unfastening
B. Toileting				
1. Fusses to have diaper changed	Group			G-SC-3 Toileting
2. Indicates pants soiled-wet	Group			G-SC-3 Toileting
3. Verbalizes toilet needs	SC Group	SC-5 Toileting	I Urinates in Toilet II Defecates in Toilet	G-SC-3 Toileting
4. Stays dry and unsoiled for school day	SC Group	SC-5 Toileting	I Urinates in Toilet II Defecates in Toilet	G-SC-3 Toileting
5. Cares for self at toilet	Group			G-SC-3 Toileting
6. Takes self to toilet independently	Group			G-SC-3 Toileting

Developmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
C. Grooming 1. Washes hands	SC Group	SC-6 Grooming	I Washes Hands	G-SC-4 Washing and Drying Hands
2. Blows nose	SC	SC-6 Blows Nose		
D. Eating 1. Swallows liquids	SC	SC-7 Swallowing and Moving Tongue	?	
2. Keeps liquids in mouth	SC	SC-7 Swallowing and Moving Tongue	?	
3. Keeps food in mouth	SC	SC-9 Eating	I Eats Finger Foods	
4. Chews solid food	SC	SC-9 Eating	I Eats Finger Foods	
5. Feeds self with fingers	SC Group	SC-9 Eating	I Eats Finger Foods	G-SC-5 Snacktime
6. Drinks from glass	SC Group	SC-8 Drinking	I Drinks from Glass or Cup	G-SC-5 Snacktime

Developmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
7. Scoops with utensil	SC Group	SC-9 Eating	II Eats with a Spoon III Eats with a Fork	G-SC-5 Snacktime
8. Seats self at table	BM Group	BM-4 Sitting	III Sits in Small Chair	G-SC-5 Snacktime
9. Stabs with a fork	SC Group	SC-9 Eating	III Eats with a Fork	G-SC-5 Snacktime
10. Drinks through a straw	SC	SC-8 Drinking	III Drinks from Straw	
11. Spreads with a knife	SC Group	SC-9 Eating	IV Spreads and Cuts with a Knife	G-SC-5 Snacktime
12. Uses napkin	Group			G-SC-5 Snacktime
13. Remains at table while eating	Group			G-SC-5 Snacktime
14. Clears place at table	Group			G-SC-5 Snacktime
E. Mechanical Know-How				
1. Pushes door to open or close	SC	SC-10 Opening and Closing Doors	I Pushes and Pulls Doors without Handles	

lopmental Area: SELF-CARE (S-C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
2. Pulls door to open or close	SC	SC-10 Opening and Closing Doors	I Pushes and Pulls Doors without Handles	
3. Turns door knob	SC	SC-10 Opening and Closing Doors	III Turns Door Knob and Opens Door	
4. Turns water on and off	SC Group	SC-6 Grooming	I Washed Hands	G-SC-4 Washing Hands and Drying Hands
5. Drinks from water fountain	SC	SC-8 Drinking	II Drinks from a Water Fountain	
6. Pours from pitcher	Group			G-SC-5 Snacktime
F. Safety				
1. Avoids bumping into objects	Group			G-BM-5 Obstacle Course
2. Stops at curb and looks both ways	Group			G-SC-7 Crossing Street
3. Hesitates at top of stairs	Group			G-BM-1 Climbing and Sliding
4. Carries sharp objects correctly	Group			G-BM-14 Cutting

velopmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
A. Prerequisites Attention 1. Responds to auditory sounds	C	C-1 Attending	I Attends to Name	
2. Responds to vocal sounds	C	C-1 Attending	I Attends to Name	
3. Responds to name	C	C-1 Attending	I Attends to Name	
4. Maintains eye contact	C	C-1 Attending	I Attends to Name	
5. Attends to activity	C	C-1 Attending	II Attends to Teacher and Task III Increases Attending Behavior	
Object Permanence See Preacademics, Thinking Items 1,3,4,5				
Object Specific Play See Preacademics Thinking Items 2 and 7				

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
Imitation				
6. Imitates gestures	BM	BM-1 Imitating Body Movements	I Imitates Body Movements	
	Group			G-BM-8 Creative Movement
7. Imitates vocalizations	C	C-2 Imitating Vocalizations	I Imitates Vocalizations	
8. Imitates verbilizations	C	C-2 Imitating Vocalizations	I Imitates Vocalizations	
Matching				
See Preacademics Thinking Items 6 and 8				
B. Comprehension	C	C-3 Comprehending Initial Object and Action Words	I Comprehends Initial Object Words	
1. Comprehends object words	C	C-4 Object and Action Words	I Object Words	
	C	C-6 Word Utterances	I Subject + Verb (S+V) Utterances II Verb + Object (V+O)	
	C	C-8 Word Utterances	I Subject + Verb (S+V+D) Utterances	
	Group			G-C-1 Object and Action Utterances

evelopmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
2. Comprehends action words	C	C-3 Comprehending Initial Objects and Action Words	II Comprehends Initial Action Words	
	C	C-4 Object and Action Words	II Actions Words	
	C	C-6 2 Word Utterances	I Subject + Verb (S+V) Utterances II Verb + Object (V+O) Utterances	
	C	C-8 Word Utterances	I Subject + Verb + Object (S+V+O) Utterances	
	Group			G-C-1 Object and Action Utterances
3. Comprehends more for recurrence	C	C-5 Critical Words	I Recurrence (More)	
	C	C-5 Critical Words: 2 Word Expansion	I Recurrences: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-2 Recurrence (More)

Assessment/Curriculum Cross-Reference

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
4. Comprehends no for nonexistence	C	C-5 Critical Words	III Negation (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-4 Negation (No/All Gone, All Done)
5. Comprehends location words	C	C-5 Critical Words	IV Location (Prepositions)	
	C	C-7 Critical Words: 2 Word Expansion	IV Location: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	II Location: 3 Word Expansion	
	Group			G-C-5 Location (Prepositions)
6. Comprehends no for rejection	C	C-5 Critical Words	III Negation (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	Group			G-C-4 Negation (No/All Gone, All Done)

Assessment/Curriculum Cross-Reference

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
7. Comprehends attributes	C	C-5 Critical Words	VI Attribution (Adjectives)	
	C	C-7 Critical Words: 2 Word Expansion	VI Attribution: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	III Attribution: 3 Word Expansion	
	Group			G-C-7 Attribution (Adjectives)
8. Comprehends no for denial	C	C-5 Critical Words	III Negation (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	Group			G-C-4 Negation (No/All Gone, All Done)
9. Comprehends name for possession	C	C-5 Critical Words	VII Possession (Possessor's Name)	
	C	C-7 Critical Words: 2 Word Expansion	VII Possession: 2 Word Expansion	
	C	?	IV Possession: 3 Word Expansion	
	Group			G-C-8 Possession (Possessor's Name)

Assessment/Curriculum Cross-Reference

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
C. Production				
1. Produces object words	C	C-4 Object and Action Words	I Object Words	
	C	C-6 2 Word Utterances	I Subject + Verb (S+V) Utterances II Verb + Object (V+O) Utterances	
	C	C-8 3 Word Utterances	I Subject + Verb + Object (S+V+O) Utterances	
	Group			G-C-1 Object and Action Utterances
2. Produces action words	C	C-4 Object and Action Words	I Action Words	
	C	C-6 2 Word Utterances	I Subject + Verb (S+V) Utterances II Verb + Object (V+O) Utterances	
	C	C-8 3 Word Utterances	I Subject + Verb + Object (S+V+O) Utterances	
	Group			G-C-1 Object and Action Utterances

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
3. Produces more for recurrence	C	C-5 Critical Words	I Recurrence (More)	
	C	C-7 Critical Words: 2 Word Expansion	I Recurrence: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-2 Recurrence (More)
4. Produces <u>want</u> or <u>give me</u> for internal state	C	C-5 Critical Words	II Internal State (Want/ Give Me, Help)	
	C	C-7 Critical Words: 2 Word Expansion	II Internal State: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-3 Internal State (Want Give Me, Help)

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
5. Produces help for internal state	C	C-5 Critical Words	II Internal State (Want/ Give Me, Help)	
	C	C-7 Critical Words: 2 Word Expansion	II Internal State: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-3 Internal State (Want Give Me, Help)
6. Produces no or all gone for nonexistence	C	C-5 Critical Words	III Negation (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	I Recurrence, Internal State, Nonexistence: 3 Word Expansion	
	Group			G-C-4 Negation (No, All Gone, All Done)

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
7. Produces location words	C	C-5 Critical Words	IV Location (Prepositions	
	C	C-7 Critical Words: 2 Word Expansion	IV Location: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	II Location: 3 Word Expansion	
	Group			G-C-5 Location (Prepositions)
8. Produces no for rejection	C	C-5 Critical Words	III Negations (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	Group			G-C-4 Negation (No/All Gone, All Done)
9. Produces look or see for notice	C	C-5 Critical Words	V Notice (Look/See)	
	C	C-7 Critical Words: 2 Word Expansion	V Notice: 2 Word Expansion	
	Group			G-C-6 Notice (Look/See)

Developmental Area: COMMUNICATION (C)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
10. Produces no for denial	C	C-5 Critical Words	III Negation (No/All Gone, All Done)	
	C	C-7 Critical Words: 2 Word Expansion	III Negation: 2 Word Expansion	
	Group			G-C-4 Negation (No/All Gone, All Done)
11. Produces attributes	C	C-5 Critical Words	VI Attribution (Adjectives)	
	C	C-7 Critical Words: 2 Word Expansion	VI Attribution: 2 Word Expansion	
	C	C-9 Critical Words: 3 Word Expansion	III Attribution: 3 Word Expansion	
	Group			G-C-7 Attribution (Adjectives)
12. Produces name for possession	C	C-5 Critical Words	VII Possession (Possessor's Name)	
	C	C-7 Critical Words: 2 Word Expansion	VII Possession: 2 Word Expansion	
	C		IV Possession: 3 Word Expansion	
	Group			G-C-8 Possession (Possessor's Name)

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
A. Thinking				
1. Looks for object that has disappeared	PA Group	PA-1 Exploring the Environment	II Finds Hidden Objects	G-PA-1 Finding Hidden Objects
2. Explores object	PA	PA-1 Exploring the Environment	I Explores Objects	
3. Looks for and picks up dropped object	PA Group	PA-1 Exploring the Environment	II Finds Hidden Objects	G-PA-1 Finding Hidden Objects
4. Finds hidden object	PA Group	PA-1 Exploring the Environment	II Finds Hidden Objects	G-PA-1 Finding Hidden Objects
5. Searches for consecutively hidden objects	PA Group	PA-1 Exploring the Environment	II Finds Hidden Objects	G-PA-1 Finding Hidden Objects

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
6. Matches objects to objects	PA Group	PA-3 Matching Objects and Pictures	I Matches Objects to Objects	G-PA-2 Matching
7. Uses toys functionally	PA	PA-2 2 Playing With Toys	I Plays With Toys II Plays With Related Toys	
8. Matches object to pictures	PA Group	PA-3 Matching Objects and Pictures	II Matches Objects to Pictures	G-PA-2 Matching
9. Finds object by touch	Group			G-PA-1 Finding Hidden Objects
10. Recalls hidden objects	PA Group	PA-4 Recalling Objects and Pictures	I Recalls Hidden Objects	G-PA-3 Visual Memory
11. Repeats 3 digits	Group			G-PA-4 Auditory Memory
12. Matches shapes	PA Group	PA-5 Identifying and Labeling the Shape of an Object	I Matches Shapes Using Objects	G-PA-2 Matching

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
13. Matches colors	PA Group	PA-6 Identifying and Labeling the Color of an Object	I Matches Primary Colors III Matches Colors	G-PA-2 Matching
14. Points to colors	PA Group	PA-6 Identifying and Labeling the Color of an Object	II Identifies Primary Colors IV Identifies Colors	G-PA-6 Identifying/Labeling Colors
15. Labels colors	PA Group	PA-6 Identifying and Labeling the Color of an Object	V Lables Colors	G-PA-6 Identifying/Labeling Colors
16. Indicates which pictures go together	PA Group	PA-7 Categorizing Objects and Pictures		G-PA-5 Categorizing Objects Pictures
17. Arranges pictures into categories	PA Group	PA-7 Categorizing Objects and Pictures		G-PA-5 Categorizing Objects Pictures

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
18. Points to shapes	PA Group	PA-5 Identifying and Labeling the Shape of an Object	II Identifies Shapes Using Objects III Identifies Shapes Using Pictures V Generalizes Shapes	G-PA-7 Identifying Labeling Shapes
19. Labels shapes	PA Group	PA-5 Identifying and Labeling the Shape of an Object	IV Labels Shapes V Generalizes Shapes	G-PA-7 Identifying Labeling Shapes
20. Finds like picture	Group			G-PA-8 Discriminating Objects and Pictures
21. Tells if pictures are same/different	Group			G-PA-8 Discriminating Objects and Pictures

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
B. Reading				
1. Turns pages of a book	PA Group	PA-8 Looking At/Reading a Book	I Book Handling	G-PA-10 Look At/Reading a Book
2. Points to named picture	C Group Group	C-4 Object and Action Words	I Object Words	G-C-10 Story Time G-PA-10 Looking At/Reading a Book
3. Names 5 pictures in a book	PA Group Group	PA-8 Looking At/Reading a Book	II Identifies and Labels Pictures in Books	P-PA-10 Looking At/Reading a Book G-C-10 Story Time
4. Names or point to missing part of picture	Group			G-PA-11 Identifying the Missing Parts

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
5. Recalls object in a picture	PA Group	PA-4 Recalling Objects and Pictures	II Recalls Objects in Pictures	G-PA-3 Visual Memory
6. Points to printed name	PA Group	PA-10 Reading Basic Words	II Identifies and Reads Name	G-PA-12 Reading Basic Words
7. Matches letters	PA Group	PA-11 Identifying and Labeling Letters	I Matches Letters in Name	G-PA-2 Matching
8. Matches color words	PA Group	PA-10 Reading Basic Words	III Matches Color Words	G-PA-12 Reading Basic Words
9. Sequences 3 card picture story	PA	PA-9 Sequencing a Picture Story	III Sequences a 3-Card Picture Story	
10. Points to letters in name	PA	PA-11 Identifying and Labeling Letters	II Identifies Letters in Name	

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
11. Reads 5 words in context	PA	PA-10 Reading Basic Words		
	PA	PA-8 Looking At/Reading Books		
	Group			G-PA-12 Reading Basic Words
	Group			G-PA-10 Looking At/Reading Books
12. Labels letters in name	PA	PA-11 Identifying and Labeling Letters	III Labels Letters in Name	
C. Mathematics				
1. Demonstrates knowledge of simple quantitative vocabulary	C	C-5 Critical Words	I Recurrence III Negation (No/All Gone, All Done) VI Attribution (Adjectives)	
	Group			G-C-2 Recurrence (More)
	Group			G-C-4 Negation (No/All Gone, All Done)
	Group			G-C-7 Attribution (Adjectives)

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
2. Matches objects one to one 1-5	PA Group	PA-12 Numerals and Number Concept 1 to 5	I One-to-One Correspondence	G-PA-13 Numeral and Number Concepts
3. Counts objects 1-5	PA Group	PA-12 Numeral and Number Concepts 1 to 5	II Counting Objects (6 to 10)	G-PA-13 Numeral and Number Concepts
4. Matches objects one to one 6-10	PA Group	PA-12 Numeral and Number Concepts 1 to 5 (6 to 10)	I One-to-One Correspondence	G-PA-13 Numeral and Number Concepts
5. Counts objects 6-10	PA Group	PA-12 Numeral and Number Concepts 1 to 5 (6 to 10)	II Counting Objects (6 to 10)	G-PA-13 Numeral and Number Concepts

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
6. Knows equivalence objects to numerals 1-5	PA Group	PA-12 Numeral and Number Concepts 1 to 5	IV Matches Objects to Numerals	G-PA-13 Numeral and Number Concepts
7. Labels numerals 1-5	PA Group	PA-12 Numeral and Number Concepts 1 to 5	III Identifies and Labels Numerals	G-PA-13 Numeral and Number Concepts
8. Knows equivalence objects to numerals 6-10	PA Group	PA-12 Numeral and Number Concepts 1 to 5 (6 to 10)	IV Matches Objects to Numerals	G-PA-13 Numeral and Number Concepts
9. Labels numerals 6-10	PA Group	PA-12 Numeral and Number Concepts 1 to 5 (6 to 10)	III Identified and Labels Numerals	G-PA-13 Numeral and Number Concepts
10. Demonstrates knowledge of more and less	C Group	C-5 Critical Words	VI Attribution (Adjectives)	G-C-7 Attribution (Adjectives

Assessment/Curriculum Cross-Reference

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
11. Tells what numeral comes next	Group			G-PA-14 Ordering Numerals
D. Writing				
1. Marks on paper	PA	PA-13 Scribbling With a Pencil	I Picks Up and Holds Pencil	
2. Scribbles	PA	PA-13 Scribbling With a Pencil	II Scribbles With a Pencil	
3. Draws line between 2 horizontal lines	PA Group	PA-14 Pre-Writing Strokes	II Copies a Horizontal Line	G-PA-15 Pre-Writing Strokes
4. Draws line between 2 vertical lines	PA Group	PA-14 Pre-Writing Strokes	I Copies a Vertical Line	G-PA-15 Pre-Writing Strokes
5. Imitates drawing a cross	PA Group	PA-14 Pre-Writing Strokes	IV Copies a Cross	G-PA-15 Pre-Writing Strokes
6. Copies circle	PA Group	PA-14 Pre-Writing Strokes	III Copies a Circle	G-PA-15 Pre-Writing Strokes

Developmental Area: PREACADEMICS (PA)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
7. Copies square	PA Group	PA-14 Pre-Writing Strokes	V Copies a Square	G-PA-15 Pre-Writing Strokes
8. Makes circle	Group			G-PA-15 Pre-Writing Strokes
9. Writes first name with model	PA Group	PA-15 Copying First Name	I, II, III, etc. (each program equals one letter in child's name)	G-PA-16 Writing Name

Assessment/Curriculum Cross-Reference

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
A. Awareness of Self and Others 1. Recognizes self in mirror	S	S-1 Recognizing and Referring to Self	I Recognizes Self	
2. Refers to self by name	S	S-1 Recognizing and Referring to Self	II Refers to Self	
3. Responds to greeting	S Group	S-2 Relating to Others	I Responds to and Initiates Greetings	G-S-1 Greetings
4. Initiates greetings	S Group	S-2 Relating to Others	I Responds to and Initiates Greetings	G-S-1 Greetings
5. Separates from parent	S	S-2 Relating to Others	II Relates to Adults	
6. Relates to unfamiliar adult	S	S-2 Relating to Others	II Relates to Adults	

Assessment/Curriculum Cross-Reference

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
7. Initiates peer contact	S	S-2 Relating to Others	III Relates to Peers	
B. Awareness of Feelings 1. Watches person in line of vision	C	C-1 Attending	I Attends to Name II Attends to Teacher and Task	
2. Looks at face of person talking	C	C-1 Attending	I Attends to Name II Attends to Teacher and Task	
3. Shows feelings	S	S-3 Demonstrating Feelings	I Demonstrates Basic Feelings	
4. Shows affection	S	S-3 Demonstrating Feelings	II Identifies Feelings in Self III Identifies Feelings in Others IV Demonstrates Concern for Others	

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming: Task Number and Title	Individual Programming: Program Number and Title	Group Task Number and Title
5. Shows concern for others	S	S-3 Demonstrating Feelings	II Identifies Feelings in Self III Identifies Feelings in Others IV Demonstrates Concern for Others	
6. Shows pride/responds to praise	S	S-3 Demonstrating Feelings	I Demonstrates Basic Feelings II Identifies Feelings in Self	
C. Social Information				
1. States name	S	S-4 Stating Personal Information	I States First Name II States First and Last Name	
2. States personal information	S	S-4 Stating Personsl Information	III States Sex IV States Age	
3. States address/phone number	S	S-4 Stating Personal Information	V States Address VI States Phone Number	

Assessment/Curriculum Cross-Reference

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
D. Play Behavior				
1. Initiates and maintains solo play	S Group	S-5 Playing	I Engages in Solo Play	G-S-2 Playing
2. Engages in parallel play	S Group	S-5 Playing	II Engages in Parallel Play	G-S-2 Playing
3. Plays pretend role	S Group	S-5 Playing	IV Engages in Pretend Play	G-S-2 Playing
4. Engages in cooperative play	S Group	S-5 Playing	III Engages in Cooperative Play	G-S-2 Playing
5. Plays cooperatively in small group	S Group	S-5 Playing	III Engages in Cooperative Play	G-S-2 Playing

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Assessment/Curriculum Cross-Reference

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
E. Interactive Behavior				
1. Recognizes own possessions	C	C-5 Critical Words C-7 Critical Words: 2 Word Expansion C-9 Critical Words: 3 Word Expansion	VII Possession (Owner's Name) VII Possession: 2 Word Expansion IV Possession: 3 Word Expansion	
	Group			G-C-8 Possession (Owner's Name)
2. Shares toys or food	Group			G-S-3 Sharing
3. Waits and takes turn	Group			G-S-4 Waiting Turn
4. Participates in group activity	Group			G-S-5 Participating in Group Activity
5. Makes choices				
6. Persists in task	C	C-1 Attending	III Increases Attending	

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Assessment/Curriculum Cross-Reference

Developmental Area: SOCIALIZATION (S)

Assessment Item	Curriculum Book	Individual Programming		Group Task Number and Title
		Task Number and Title	Program Number and Title	
7. Puts things away	Group			G-S-6 Making Transitions
8. Makes transitions between classroom activities	Group			G-S-6 Making Transitions
9. Follows directions	S	S-6 Following Directions	I II III	
10. Goes on errand	S	S-6 Following Directions	IV	
11. Predicts consequences	Group			G-S-7 Predicting Consequences
12. Follows rules of simple games	Group			G-S-8 Following Game Rules

APPENDIX B

ABACUS CURRICULUM INDIVIDUAL PROGRAM LIST

BODY MANAGEMENT - Individual Programming

Introduction. . . . . .

Task #	Title
BM-1	Imitating Body Movements. . . . .
BM-2	Locating Body Parts . . . . .
	* Body Parts
BM-3	Rolling Over. . . . .
BM-4	Sitting . . . . .
BM-5	Standing, Walking, Running, and Jumping . . . . .
BM-6	Walking Up and Down Incline and Stairs. . . . .
BM-7	Walking on a Balance Beam . . . . .
BM-8	Riding a Tricycle . . . . .
BM-9	Catching and Throwing . . . . .
BM-10	Grasping and Releasing Objects. . . . .
BM-11	Putting Rings on a Peg. . . . .
BM-12	Putting Pegs in Pegboard. . . . .
BM-13	Formboards and Puzzles. . . . .
BM-14	Hammering Pegs. . . . .
BM-15	Building with Blocks. . . . .
BM-16	Pasting and Gluing. . . . .
BM-17	Playing with Clay and Playdough . . . . .
BM-18	Nesting Objects . . . . .
BM-19	Stringing . . . . .
BM-20	Cutting with Scissors . . . . .
BM-21	Coloring a Simple Picture . . . . .

SELF-CARE - Individual Programming

Task #	Title
	Introduction. . . . .
SC-1	Undressing. . . . .
SC-2	Dressing. . . . .
SC-3	Unfastening . . . . .
SC-4	Fastening . . . . .
SC-5	Toileting . . . . .
SC-6	Grooming. . . . .
SC-7	* Swallowing and Moving Tongue. . . . .
SC-8	Drinking. . . . .
SC-9	Eating. . . . .
SC-10	Opening and Closing Doors . . . . .

COMMUNICATION - Individual Programming

Task #	Title
	Introduction. . . . .
C-1	Attending . . . . .
C-2	Imitating Vocalizations . . . . .
C-3	Comprehending Initial Object and Action Words . . . .
C-4	Object and Action Words . . . . .
C-5	Critical Words. . . . .
C-6	Two Word Utterances . . . . .
C-7	Critical Words: 2 Word Expansion . . . . .
C-8	Three Word Utterances . . . . .
C-9	Critical Words: 3 Word Expansion . . . . .
C-10	Following Commands. . . . .

PREACADEMICS - Individual Programming

Introduction. . . . . .

Task #	Title
PA-1	Exploring the Environment . . . . .
PA-2	Playing with Toys . . . . .
PA-3	Matching Objects and Pictures . . . . .
PA-4	Recalling Objects and Pictures. . . . .
PA-5	Identifying and Labeling Shapes . . . . .
PA-6	Identifying and Labeling Colors . . . . .
PA-7	Categorizing Objects and Picures. . . . .
PA-8	Looking at Books. . . . .
PA-9	Sequencing Picure Stories . . . . .
PA-10	Reading Basic Words . . . . .
PA-11	Identifying and Labeling Letters. . . . .
PA-12	Numerals and Number Concepts 1 to 5 . . . . .
PA-13	Scribbling with a Pencil. . . . .
PA-14	Pre-Writing Strokes . . . . .
PA-15	Copying First Name. . . . .

BODY MANAGEMENT - Group Programming

Introduction. . . . . .

Task #	Title
G-BM-1	Climbing and Sliding (Stairs, Ladder, Slide). . . . .
G-BM-2	Riding Wheel-toys (Scooters and Trikes) . . . . .
G-BM-3	Throwing, Rolling, and Catching Balls and Bean Bags . . .
G-BM-4	Kicking Balls . . . . .
G-BM-5	Obstacle Course . . . . .
G-BM-6	Using Playground Equipment (Swings, Teeter-Totters, Jungle-Gym . . . . .
G-BM-7	Music: Action Songs, Finger Plays . . . . .
G-BM-8	Creative Movement . . . . .
G-BM-9	Formboards and Puzzles. . . . .
G-BM-10	Building with Blocks. . . . .
G-BM-11	Pasting/Gluing. . . . .
G-BM-12	Clay/Playdough. . . . .
G-BM-13	Stringing . . . . .
G-BM-14	Cutting . . . . .
G-BM-15	Coloring. . . . .
G-BM-16	Painting . . . . .
G-BM-17	Sewing. . . . .

Sample Activities

COMMUNICATION - Group Programming

Introduction. . . . . .

Task #	Title
G-C-1	Object and Action Utterances. . . . . Sample Activities
G-C-2	Recurrence (More) . . . . . Sample Activities
G-C-3	Internal State (Want/Give Me, Help) . . . . . Sample Activities
G-C-4	Negation (No/All Gone, All Done). . . . . Sample Activities
G-C-5	Location (Prepositions) . . . . . Sample Activities
G-C-6	Notice (Look/See) . . . . . Sample Activities
G-C-7	Attribution (Adjectives). . . . .
G-C-8	Possession (Owner's Name) . . . . .
G-C-9	Developing Additional Content Categories. . . . .
G-C-10	Story Time. . . . .
G-C-11	Following and Giving Directions . . . . .

SELF-CARE - Group Programming

Task#		Title
		Introduction. . . . .
G-SC-1		Taking Off and Putting on Jacket. . . . .
G-SC-2		Fastening/Unfastening (snaps, buckles, ties) . . . .
G-SC-3		Toileting . . . . .
G-SC-4		Washing and Drying Hands. . . . .
G-SC-5		Snacktime . . . . .
G-SC-6		Cooking . . . . .
G-SC-7	*	Crossing Street . . . . .
G-SC-8		Sample Activities . . . . .
		Fastening/Unfastening - Playing Dress Up. . . . .
		Cooking - Fruit salad . . . . .

PREACADEMICS - Group Programming

Task #	Title
	Introduction. . . . .
G-PA-1	Finding Hidden Objects, Pictures, Numbers, Words. . . . .
G-PA-2	Matching. . . . .
G-PA-3	Visual Memory . . . . .
G-PA-4	Auditory Memory . . . . .
G-PA-5	Categorizing Objects and Pictures . . . . .
G-PA-6	Identifying and Labeling Colors . . . . .
G-PA-7	Identifying and Labeling Shapes . . . . .
G-PA-8	Discriminating Objects and Pictures . . . . .
G-PA-9	Reproducing Patterns. . . . .
G-PA-10	Looking at Books. . . . .
G-PA-11	Identifying the Missing Part(s) . . . . .
G-PA-12	Reading Basic Words . . . . .
G-PA-13	Numerals and Number Concepts. . . . .
G-PA-14	Sequencing Numerals . . . . .
G-PA-15	Pre-Writing . . . . .
G-PA-16	Writing Name. . . . .
	Sample Activities

APPENDIX B

ABACUS COMMUNICATION SAMPLE

COMMUNICATION SAMPLE

I. INTRODUCTION

The general purpose of the Communication Sample is:

1) to obtain a representative assessment of the child's expressive language skills; and

2) to use in combination with the items on the ABACUS to determine where the child should enter the communication curriculum.

A communication sample should contain a minimum of 50 utterances to be considered representative of the child's expressive language skills. It should also use a variety of communication interactions for analysis of the influence of setting and interactors. Therefore, this sample procedure is specifically designed to:

1) use a variety of communication interactions;

2) give the teacher options for adapting sampling procedures to the communication level of the individual child, i.e., to assess imitative skills and non-verbal communication of children with minimal verbal language skills; and

3) allow for time and staff limitations.

Two samples are used to accomplish the above objectives:

1) Modified Sample which includes a child-teacher interaction using a dollhouse and its contents; and

2) Complete Sample which includes three additional interactions: child-teacher-peer; child-teacher; and child-peer using a variety of materials and activities.

The following guidelines for use are suggested:

1) Modified Sample should be used for:
   a) children with minimal expressive language skills who are communicating primarily with one word utterances and/or gestures and vocalizations;

b) children who have already been thoroughly evaluated by a speech-language pathologist and further information is not necessary; and

c) children who do not have communication problems.

2) Complete Sample should be used for all others;
   a) children who have communication problems as indicated by parents, teachers, and/or ABACUS results; and
   b) children whose communication skills are inconsistent and variable.

The communication sample should be administered near the end of the ABACUS so that the teacher and child have had previous contact and are familiar with each other.

II. MODIFIED COMMUNICATION SAMPLE

OBJECTIVE: The purpose of the Modified Communication Sample is to give the teacher an overview of the child's verbal and non-verbal communication skills. The time limit of 5 minutes has been suggested as a guideline to standardize the samples gathered among children and to allow for time limitations imposed by the school environment. An optional Verbal Imitation Section is included and should be used if the child does not engage in spontaneous verbalization after 3-4 minutes (see Section III).

MATERIALS: Dollhouse and contents; tape recorder; Recording Forms; Verbal Imitation Section (optional); stop-watch or watch.
Two staff members are needed to collect and score the Modified Sample:

1) Interactor - interacts with the child,
2) Observer - records the verbal and non-verbal behavior observed during the language sample.

INTERACTOR'S PROCEDURE FOR OBTAINING SAMPLE:

1. Arrange the environment. A quiet place that is familiar to the child should be used. Place the dollhouse and its contents on the floor or table. Place the tape recorder nearby, but as inconspicuously as possible. Have child sit in front of the dollhouse. The interactor should sit across from or beside the child.

2. Use the following methods to facilitate spontaneous verbalization from the child:

   a. Parallel talk = verbalizing the child's actions and thoughts. As the child begins to play with the dollhouse, the interactor should verbalize what the child is doing.
   Example: "Susie is looking in the window. Susie is ringing the doorbell. Ring. Ring."

   b. Self-talk = verbalizing the interactor's actions and thoughts. If the child does not begin to play with the dollhouse, the interactor should begin to play and verbalize what she is doing.

Example: "I'm looking through the window. I see a bed. I'm putting the baby in the bed."
When the child begins to play with the dollhouse, go back to parallel talk.
Use simple, concrete sentences consistent with the child's level of language development when using parallel and/or self-talk.

c. Expansion = repeating the child's utterance in a more complete form.
After the child has begun to verbalize, the interactor should use expansion to encourage more detailed verbal behavior.
Example: Child: Man driving.
Teacher: Yes, the man is driving.

d. Elaboration = adding more information to the child's utterances. Used for same reasons as noted in "c."
Example: Child: Man driving.
Teacher: The man is going shopping.

3. Other suggestions for facilitating verbalization:

a. Use a minimum of questions. If it is necessary to use questions, they should be open-ended and refer to ongoing events. They should not be the "yes-no" or "what-is-it" variety.
Example: "What's happening?"
"What are you doing?"
"What would happen if ....?"

b. If the child's intelligibility is poor, the interactor may repeat the child's utterance to facilitate interpretation of the tape recording when scoring.

c. The interactor should not do the majority of talking. Give the child a chance to talk and do not be uncomfortable with silences.

If the child does not engage in spontaneous verbalization after 3-4 minutes, the interactor should use the remaining time to assess the child's ability to imitate verbal utterances of increasing length. See Verbal Imitation Section (Section III) for administration and scoring of this procedure.

OBSERVER'S PROCEDURE FOR RECORDING THE SAMPLE:

1. The observer should sit so that she can operate the recorder and hear and see the interactor and child. She should also be in place before the teacher-child interaction begins and should turn on the tape recorder as the child approaches the dollhouse. Record the entire interaction.

2. Begin timing the modified sample as the first utterance is made by either participant (this usually will be the interactor). Note the time on the Recording Form. Also note the time of the child's first utterance.

   When 5 minutes from the starting time has elasped, signal the interactor and mark that spot on the Recording Form. The interactor may choose to continue. If so, continue to take notes on the Recording Form.

3. Record on the Recording Form all non-verbal and verbal behaviors of both the child and the interactor (see Recording Form

   a. Record the first interaction across all four columns to include the adult's verbal and non-verbal behavior and the child's verbal and non-verbal behavior.

   b. Return to the first column and record the second interaction across all four columns.

   c. Continue this procedure, using additional Recording Form pages as necessary. Number each new page consecutively.

   d. Note that not every column will be used for each interaction since the child may initiate behavior that is not in response to the adult's behavior and vice versa.

   e. Use abbreviations, etc. to facilitate recording.

   f. Mark the end of an utterance with a period. (See "Procedure for Scoring the Sample" for definition of utterance).

PROCEDURE FOR SCORING THE SAMPLE

A. Interactor

1. Listen to the tape (after the observer has completed the Recording Form) to correct and verify the obtained responses.

2. Judge the child's intelligibility and compare to observer's rating.
   Note: Criterion for intelligibility is agreement between the observer and interactor that at least 75% of child's utterances are understood based on the tape recording only.

B. Observer

1. Listen to the tape to correct or clarify obtained responses.

2. Share the tape and Recording Form with the interactor for a reliability check.
   Note: Steps 1 and 2 should be completed as soon as possible, within 1 or 2 days.

3. Judge child's intelligibility with interactor.

4. Go through the child's verbal and non-verbal responses on the Recording Form and note the presence or absence of vocalizations (random and/or intentional) and/or motor gestures. Check appropriate "yes" or "no" under "Non-verbal Expression" section of the Summary Form. If child has at least one response of the possible types, the "yes" blank may be checked. The operational definitions for each of these non-verbal expressions are:

   a) vocalization = any sounds, syllables, or sound chains that are not considered acceptable, intelligible approximations to words or phrases.
      random vocalizations = those vocalizations which are not intended for communication.
      Example: Child plays and vocalizes to himself.
      intentional vocalizations = those vocalizations that are intended to communicate child's needs or thoughts: usually accompanied by a gesture.
      Example: Child points to object and says "uh-uh-uh."

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b) gestures = spontaneous motor responses that the child uses to communicate a need or thought.
Example: Child points to an object he wants.

5. Go through each of the child's verbal responses on the Recording Form and note in parenthesis the type of response utterance using the following code:

Verbal Expression:
1 W = one word utterance
2 W = two word utterance
3 W = three word utterance
3 + W ( ) = more than three word utterance (in parentheses put the number of words in the utterance)

Example:

Child's Non-Verbal Behavior	Child's Verbal Behavior
Child puts car in garage.	"Car gone." (2 W)

The following operational definitions should be used to determine the type of utterance:

1. utterances = any verbalization (word, phrase or sentence) or intelligible approximation to a word, phrase, or sentence.

   a) one word utterance = single words or word approximations.
      Examples: "wa-wa"/water, "ba"/baby or dog, go, me. etc.

   b) two word utterances = 2 word phrases or sentences including intelligible approximations.
      Examples: baby ride; daddy go; mommy shoe.

   c) three word utterances = 3 word phrases or sentences including intelligible approximations.
      Examples: boy ride bike; little red cup; me go out.

   d) more than 3 word utterances = more than 3 word phrases or sentences including intelligible approximations.
      Examples: the boy's riding the bike; baby go in the house.

PROCEDURE FOR ANALYZING THE SAMPLE (when ONLY the Modified Sample is used)

1. Count the number of times each type of utterance occurs in the child's Verbal Behavior Column on the Recording Form. Enter those numbers on the Summary Form, page 1, under Modified Sample and under Total Number of Utterance Column.

2. Add the total number of utterances and enter in Total Number of Utterances box.

3. Determine the total number of words by multiplying the # of of utterances times the appropriate # of words and enter in blanks under Total Number of Words Column.
   *Note: On utterances of more than 3 words, multiply times the number of words in the utterance.
   Example: Three 5 word utterances = 3 x 5 or 15 words
   Two 4 word utterances = 2 x 4 or 8 words

4. Add the total number of words and enter in the Total Number of Words box.

5. Transfer the numbers in the boxes to the MLU formula and determine the MLU by dividing total number of words by total number of utterances.

6. Complete page 2 of Summary Form using information obtained from Modified Sample.

7. Complete page 3 of Summary Form using information from items on ABACUS and Modified Sample.

III. VERBAL IMITATION SECTION

OBJECTIVE: The purpose of the Verbal Imitation procedure is to provide information regarding the child's ability to imitate verbal and gestural behaviors of increasing complexity. It is to be used if the child does not engage in spontaneous verbalization after 3-4 minutes of sampling with the Modified Communication Sample.

PROCEDURE:

Give each item according to following procedures and record response to each item on Summary Form, page 2.

1) One word utterances
   Interactor shows the child an object and says: "THIS IS BABY. BABY. SAY BABY."
   Child should repeat utterance.
   Use this procedure with all five objects.

2) Two word utterances
   Interactor gives target verbal response while modeling use of each object: "DADDY RIDE (while showing daddy riding in the car). SAY, DADDY RIDE."
   Child should repeat utterance.
   Use this procedure with all two word utterances.
   If child does not give verbal response, but imitates motor action, score + for motor imitation.

3) Three word utterances (same procedure as noted in 2 above)
   Interactor: "GIRL SLEEP BED" (shile making girl sleep in bed). SAY, "GIRL SLEEP BED."
   Use this procedure for all three word utterances.
   If child does not give verbal response, but imitates action score + for motor imitation.

4) If child fails any 5 consecutive items, discontinue.

ITEMS

1) One Word Utterances: Noun Naming

   baby
   house
   dog
   car
   mommy

2) Two Word Utterances

a) Subject + Verb (S+V): car go
baby walk

b) Verb + Object (V+O): go bed
open/close door

c) Subject + Object (S+O): boy (or girl's) eyes (or other body part)
mommy's chair

3) Three Word Utterances

a) Subject + Verb + Object (S+V+O): Daddy rides car
girl sleep bed

b) Subject + Preposition + Object (S+P+O): girl in bed
boy on house

PROCEDURE FOR SCORING

1) Count the number of each type of verbal response that the child imitates correctly and enter in appropriate blank under Results on Summary Form page 2. Score as correct any item that the child imitates verbatim or spontaneously expands.
Example: Interactor: "Girl in bed."
Child: "Girl sleeping in bed."

2) Count the number of each type of motor response that the child imitates. Enter the number of responses under Motor Imitation on Summary Form page 2.

IV. COMPLETE COMMUNICATION SAMPLE

OBJECTIVE: The purpose of the Complete Communication Sample is to gather a representative sample of the child's spontaneous expressive language. It is to be used with the children described in the Introduction section and/or when the teacher feels the Modified Sample is not representative of the child's language skills and further information is necessary. The interactions listed should be used in order and in addition to the Modified Sample situation in order to gather 50 utterances and allow for analysis of context and interactors. It may not be necessary to use all the interactions, but it is advised that at least I, II, and III be used.

The following were selected since they are most likely to occur during a typical school day, and they allow for a variety of communication interactions:

Interaction I: Modified Sample Procedure - 1-1 play with teacher and dollhouse

Interaction II: group play with child-teacher-peers during snack or activity time

Interaction III: 1-1 play with teacher and toys

Interaction IV: group play with child-peers only during play time

MATERIALS

Interaction I: See Modified Sample

Interaction II: Those normally used during snack or activity time; tape recorder

Interaction III: Box of toys which may include the following:
- doll with removeable clothes
- toys with moveable parts that wind-up, push-pull, etc.
- puzzles with non-adjacent pieces
- variety of transportation, food, and animal objects
- blocks
- book with large action pictures
- balls of varying sizes and colors
- object/toy representing dirty and broken
- tape recorder

Interaction IV: Materials needed for group play activity time; preferably manipulative fine-motor activities such as finger paints, clay, etc.; tape recorder.

PROCEDURE FOR OBTAINING THE SAMPLE

For Interactions II, III, IV one person can serve as the interactor and the observer.

Interaction I: See Modified Sample.

Interaction II:

1. Arrange the environment according to usual preparations for snack or activity time. Note the type of interaction on the Recording Form. Place the recorder as close as possible to the target child. The teacher should also sit next to the target child and begin recording when the first verbal response is made by child, teacher, or peer. Note the time on the Recording Form. Record the entire interaction.

2. The teacher should write on the Recording Form all verbal behavior of the target child under Verbal Behavior Column. It is not necessary to record non-verbal and verbal behaviors of all interactors because of the difficulty in doing so.

3. Continue writing all utterances of the target child until the interaction is completed. Again note the time.

Interaction III:

1. Arrange the environment according to those directions for Interaction II. Note the type of interaction on the Recording Form.

2. The teacher should write on the Recording Form all verbal behavior of the child under Verbal Behavior Column.

3. Continue writing until the interaction is completed. Again note the time.

Interaction IV:

1. Arrange the environment according to usual preparation for a play activity. Note the type of interaction on the Recording Form. Place the recorder as close as possible to the target child. The teacher should sit away from the group, but close enough to hear the verbal interaction of the children. Record the entire interaction.

2. The teacher should write on the Recording Form all verbal behavior of the target child under Verbal Behavior Column.

3. Continue writing until the interaction is completed. Again note the time.

Note: This interaction may not elicit as many utterances as the other interactions because there is no adult to facilitate verbalization. However, the teacher should make no attempt to become involved in the children's play.

PROCEDURE FOR SCORING THE SAMPLE (Interactions II, III, and IV)

1. The teacher should listen to the tape after each interaction to verify and correct the obtained responses.

2. Judge the child's intelligibility as noted under Modified Sample (Interaction I) procedure.

3. Go through each of the child's verbal responses and note in parentheses the type of responses using the code noted under Modified Sample (Interaction I).

PROCEDURE FOR ANALYZING THE SAMPLE

1. Count the number of times each type of utterance occurs for each interaction. Enter those numbers for each interaction in appropriate blanks on Summary Form, page 1.

2. Add the total number of each type of utterance for the combined interactions and enter in the blanks under Total Number of Utterances Column on Summary Form, page 1.

3. Add the total number of utterances for all interactions and enter in Total Number of Utterances box.

4. Determine the total # of words by multiplying the # of utterances times the appropriate number of words and enter on the blank under Total Number of Words Column.

5. Add the total number of words and enter in the Total Number of Words box.

6. Transfer the numbers in the boxes to the MLU formula and determine the MLU by dividing the total number of words by the total number of utterances. Enter that number in the blank before the Mean Length of Utterances.

7. Note under comment section if child interacts more in one interaction than another.

8. Complete page 2 of Summary Form using information obtained for Complete Sample (Interaction I is included).

9. Complete page 3 of Summary Form using information obtained for Complete Sample and from items on the ABACUS. Insert samples of child's responses in appropriate boxes in each content category.

COMMUNICATION SAMPLE

RECORDING FORM

ame: _____
ate: _____
teractar: _____
bserver: _____

Page: _____
Starting Time: _____
Time of First Utterance: _____
Completion Time: _____

Adult's Non-Verbal Behavior	Adult's Verbal Behavior	Child's Non-Verbal Behavior	Child's Verbal Behavior

COMMUNICATION SAMPLE

SUMMARY

Name: _____
Date: _____
Interacter: _____
Observer: _____

Modified Sample
Starting Time: _____
Time of First Utterance: _____
Completion Time: _____

NON-VERBAL EXPRESSION

VOCALIZATIONS

Yes	No	
____	____	Vocalizes randomly
____	____	Vocalizes to communicate

GESTURE

Yes	No	
____	____	Uses gestures to indicate needs, wants, or get attention

VERBAL EXPRESSION

	Interaction I Modified Sample		Interaction II		Interaction III		Interaction IV		Total # of Utterances		Total # of Words
1 Word Utterances	_____	+	_____	+	_____	+	_____	=	_____	x 1 =	_____
2 Word Utterances	_____	+	_____	+	_____	+	_____	=	_____	x 2 =	_____
3 Word Utterances	_____	+	_____	+	_____	+	_____	=	_____	x 3 =	_____
3 ± Word Utterances	_____	+	_____	+	_____	+	_____	=	_____	x # of words =	_____
							Total # of Utterances		[ ]	Total # of Words	[ ]

Mean Length of Utterances:

$$\frac{\text{Total \# of words } (\ )}{\text{Total \# of utterances } (\ )} = (\ )\ \text{MLU}$$

Comments:

COMMUNICATION SAMPLE

SUMMARY FORM

Name: _____

Date: _____

Content Categories Present: See page 3

Forms Present: See page 3

Use of Language (check if child uses)

____ vocal play
____ comments on own activities or those of others
____ requests objects
____ obtains information
____ gains attention
____ adds information
____ asks questions

Speech is intelligible (75% is understood without contextual cues): ___ Yes ___ No

Optional Verbal Imitation Section

Items:

One Word	Motor Imitation	Two Words - S+O	Motor Imitation
___ baby		___ boy's (girl's) eyes	___
___ house		___ mommy's chair	___
___ dog		Three Word - S+V+O	
___ car		___ Daddy ride car	___
___ mommy		___ girl sleep bed	___
Two Word - S+V		Three Word - S+Prep+O	
___ car go	___	___ girl in bed	___
___ baby walk	___	___ boy on house	___
Two Word - V+O			
___ go bed	___		
___ open/close door	___		

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Results

Verbal Imitations	(Motor Imitation)
____ one word - noun naming	
____ two words - S + V	(___)
____ two words - V + O	(___)
____ two words - S + O	(___)
____ three words - S + V + O	(___)
____ three words - S + Prep + O	(___)

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= 4 different examples

= Inconsistent; 1-3 examples

= Child does not use at all

SUMMARY FORM

Date: _____

Content Categories	1 Word Utterance: Comprehension	1 Word Utterance: Production	2 Word Utterances	3 Word Utterances	3 + Word Utterances
Other					
Possession (Child's Name Me, etc.)	PN Noun		Noun + Noun PN + Noun	want+PN+Obj	
Attribution (Big, Little, etc.)	A		A + Obj	A+Sub+Verb want+A+Obj Verb+A+Obj	Sub+Verb+A+Obj A+Sub+Verb+Obj
Notice (Look, See)	look/see		Look + Obj Sub + Look	Sub+look/see+Obj	
Location (In, Out, Up, etc.)	Prep		Verb + Prep Prep + Obj Sub + Prep	Sub+Prep+Obj Sub+Verb+Prep	A+Sub+Prep+Obj Sub+Verb+Prep+Obj
Denial (No)	no		no + Obj		
Rejection (No)	no		no + Obj no + Verg	no+Verb+Obj	
Non-Existence (No, All Gone)	no/all gone		no + Obj or Obj+no/all gone no + more	no+more+Obj	
Internal State (Want, Give Me, Help)	want/give me help		want + Obj want + help	Sub+want+Obj Sub+want+help	Sub+want+A+Obj
Recurrence (More)	more		more + Obj more + Verb	want+more+Obj Sub+want+more	Sub+want+more+Obj
Action (Action Words)	verb		Sub + Verb	Sub+Verb+Obj	Sub+Verb+Obj
Existence (Object Words)	Obj/Sub		Verb+Obj this/that + Obj	Sub+Verb+this/that	Sub+Sub+Verb+Obj

Teaching Implications of the Communication Sample

The summary pages of the Communication Sample yield information about the Content Categories present in the Sample, the forms produced, and the ways in which the child uses language. Information is available on the level of communication, i.e., verbal or non-verbal, vocal or gestural, spontaneous or imitative, and on the intelligibility of vocal productions. The Mean Length of Utterance (MLU) is a distillation of the total number of words and utterances which provides an appropriate index for comparison of language development. Because this is a gross index of development, it provides no information about the form or content of the child's sentences. This information is found by analyzing pages 2 and 3 of the Summary Form. The MLU does, however, provide an index for comparing language development in one child on a pre/post-sample basis, or between children and a representative sample. Information on the child's use of language is found on page 2 of the Summary Form

Important information can be derived and built into the instructional program. Entry into the curriculum is governed by the following guidelines:

1. Attention is directed first at those Content Categories on page 3, which have not been present during the sample. Teaching is directed at these open boxes.

2. The Content Categories are broken into three groups: Critical, Necessary and Optional. The four Critical Categories are: Existence, Action, Non-Existence, and Location. The Necessary Categories are: Recurrence, Internal State, Rejection and Denial. The Optional Content Categories are: Notice, Attribution, and Possession. Teaching will focus on developing a core vocabulary of the four Critical Categories at the 1 word level. It is mandatory to teach these if they are not present. The child must get through these four categories before direct teaching of 2 word utterances is recommended.

3. Once the Critical Content Categories have been stabilized, the next four Necessary Content Categories may be taught simultaneously at the 1 word or 2 word utterance level.

4. The teaching is directed both at content categories and/or syntactic constructions at the 1 word, 2 word, and 3 word or 3 + word level, filling out each content category.

5. As all ten Content Categories develop, 3 word expansions may be introduced and directly taught.

6. Further specification on programming is included in the Introduction to the Communication Curriculum.

7. For the pre-verbal child, it is necessary that all prerequisite behaviors (see Communication of ABACUS) be stabilized before moving into the Object and Action Word programs.

8. For the child who has little or no spontaneous utterances, but who can produce verbal imitations (page 2, Optional Verbal Imitation Section) the teaching needs to focus on 1 word utterances in the Existence Category, imitating object words, working toward comprehension and production of object words at the 1 word level.

Within the Communication Sample, content refers to semantics or meaning, form refers to the morphological and syntactical structure of language and use refers to the naturalistic situations in which the child speaks. The integration of content, form and use in the naturalistic setting leads to language competence in the child.

For this reason, the process of sampling the child's language competence is based on naturalistic observations. These low structured observations are gathered across as many situations as necessary to gain sufficient information about the child's language patterns and the regularity with which they use the linguistic categories. Usually between one and four situations are necessary to sample the best of the child's usual communication style.

In order to place these observations into some meaningful perspective, the observations are organized and categorized according to the linguistic categories used by the child, the forms in the child's linguistic repertoire, and the ways in which he uses language.

ABACUS Assessment in a Group Setting

Many of the items on the ABACUS assessment can be observed and scored during group activities in the preschool program. This procedure can expedite the completion of initial assessments. For this reason, the items on the ABACUS have been regrouped by activity, and provisions made to record the responses of up to 10 children on one group record sheet (Appendix G).

This group format requires familiarity with the items on the assessment and careful preplanning of group activities. Many items on the ABACUS

have been grouped together for incorporating into the classroom schedule and group activities, such as:

Dress-up Area for assessing Dressing items and Socialization items;

Eating Area or lunch room for Eating items;

Art Area for Fine Motor cutting and pasting items, Grooming items, and Mechanical Know-How items;

Playground for Gross Motor items;

Play Area or Playground for Socialization items;

Bathroom for Toileting and Grooming items, etc.

The format of the group assessment booklet is similar to the assessment booklet, listing the activity, the developmental area and test item, the materials and procedures, the cue, a space for recording children's responses, and the criteria. A sample page from the group assessment booklet is presented in Figure 6. Data for Richard and five other children have been recorded.

Insert Figure 6

To use this format:

1) check the Activity listed along the left column to see which items can easily be incorporated into specific classroom activities;
2) write in all of the children that will be assessed;
3) present the items using the materials, procedures, and cues specified;
4) score as many children as possible on each item during the activity;
5) transfer each child's response to his individual assessment booklet. Care must be taken to mark each child's response correctly on his summary sheet, as well as on the individual item.

Figure 6

SAMPLE FROM GROUP ASSESSMENT BOOKLET

GROUP ASSESSMENT - Observe children during group activities

CHILDREN IN CLASS DATE:

Activity	Developmental Area and Test Item	Materials and Procedures	Cue											Criteria
DRESS-UP AREA	Dressing II. A. 19 Unties	(Shoes with laces)	Have tied shoes on child. Cue. "UNTIE YOUR SHOES."											Untie shoes without leaving knots
	Dressing II. A. 3 Removes untied or unbuckled shoes	(Child's shoes)	Untie or unbuckle the child's shoes. Point to shoes (ties or buckles). Cue. "TAKE OFF YOUR SHOES."											Takes off shoes.
	Dressing II. A. 1 Removes socks	Use child's own clothing when assessing this section. (Child's socks)	Child has both socks on feet. Point to socks. Cue. "TAKE OFF YOUR SOCKS."											Completes each item without assistance unless otherwise stated. Pulls off both socks

INTRODUCTION TO GROUP PROGRAMS

SOLO PLAY SKILLS, PARALLEL PLAY SKILLS, COOPERATIVE PLAY SKILLS, AND PRETEND PLAY SKILLS

Most children acquire play skills sequentially by first participating in solo play in which they play with their toys independently, and although another child or children may be playing nearby they take little notice of them unless the other child moves too close to their "area" or materials. As the child progresses developmentally, he moves into parallel play in which he continues to play primarily independently although he notices children playing nearby and is more aware of the child or children around him. At a more advanced level of parallel play the child may be playing with the same materials as another child and though their play is still independent, they may share or exchange materials. As the child continues to develop he exhibits cooperative play in which he interacts with a child sharing materials and playing in such a way that they share a common goal. Researchers note that these three levels of play occur sequentially and so, when programming for these behaviors it is important that programming occur in the following order:

1. Solo Play Skills
2. Parallel Play Skills
3. Cooperative Play Skills

In contrast, pretend play is often displayed at a very young age, while the child is still involved in solo play, and frequently continues throughout parallel and cooperative play. Therefore, it is possible to have a child in a pretend play group program along with any of the other three developmental play programs; solo, parallel, and/or cooperative.

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: PRETEND PLAY SKILLS

Prerequisite Behaviors: Manipulates objects or toys

Component Behaviors: 1. Makes believe he is another person or character during play activity, e.g., mommy, nurse, the Hulk, Darth Vader.

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: INDEPENDENT PLAY SKILLS

Prerequisite Behaviors: Manipulates objects or toys

Component Behaviors:

1. Child chooses object to play with in response to verbal cue or assistance.
2. Child chooses an object to play with independently.
3. Child plays appropriately with object in response to verbal cue or assistance.
4. Child plays appropriately with object independently.
5. Child puts object away with verbal cue or assistance.
6. Child puts object away independently.

Activities:

_____

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: COOPERATIVE PLAY SKILLS

Prerequisite Behaviors: Manipulates objects or toys, parallel play skills

Component Behaviors:

1. Child and peer share toys and materials and play together with the same plan or goal, e.g., two children using play dough to build one castle; taking turns pulling each other in the wagon. Child performs behavior with the same peer each time.

2. Same as component 1 except child performs behavior with different peers.

3. Child and peers (more than one peer involved) share toys or materials and play together with same plan or goal, e.g., tag, ball, board games.

Activities:

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: PARALLEL PLAY SKILLS

Prerequisite Behaviors: Manipulates objects or toys, solo play skills.

Component Behaviors:

1. Child plays alone with toy next to peer.
2. Child gives/receives objects from peer (exchange materials).

Activities:

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: SOLO PLAY SKILLS

Prerequisite Behaviors: Manipulates objects or toys

Component Behaviors:

1. Child plays with toy in chosen area not within 6 feet of another child.
2. Child plays alone with toy in designated area within 6 feet of another child.
3. Child plays alone with toy in chosen area within 6 feet of another child.
4. Child plays alone with toy in designated area within 3 feet of another child.
5. Child plays alone with toy in chosen area within 3 feet of another child.

Activities:

_____

_____

_____

_____

_____

PROGRAM SHEET

Task: PREDICTING CONSEQUENCES

Program I: CHILD PREDICTS CONSEQUENCES OF BEHAVIOR

Prerequiste Behaviors: Identifying the feelings of self and others, uses cause and effect reasoning.

Step A

Step Objective: Child selects consequences.

Materials: Book of pictures which contains vivid pictures of children engaged in behaviors that are common to the child, e.g., children on a slide, children in a sandbox, children at the zoo.

Teaching Procedure: Place one picture on the table in front of the child. Cue, "WHAT WOULD HAPPEN IF (NAME OF CHARACTER IN THE PICTURE, e.g., BOY) (STATE BEHAVIOR),e.g., PUSHED THE OTHER BOY ON THE SLIDE?" Following the cue, teacher gives three possible consequences. For example, following the cue, "WHAT WOULD HAPPEN IF THE BOY FELL OFF HIS BIKE?" the teacher says, "THEN, THE BICYCLE BROKE."; "THEN, THE BOY SCRATCHED HIS ARM."; "THEN, THE BOY GOT UP AND CONTINUED RIDING." The teacher says, "WHICH ONE DO YOU THINK WILL HAPPEN?" Be sure the content of the pictures is familiar to the child. Vary the pictures. Give consequences according to unit directions.

Units:
1. Give three consequences, all of which are appropriate. Say, "WHICH DO YOU THINK HAPPENED?" Use continuous schedule of reinforcers and pair primary and social reinforcers.
2. Same as Unit 1 except only two of the three consequences given are appropriate.
3. Same as Unit 1 except only one of the three consequences given is appropriate.
4. Use continuous schedule of social reinforcers with intermittent primary reinforcers.
5. Use continuous schedule of social reinforcers and fade to an intermittent schedule as soon as possible.

Recording Procedure: Code the data sheet as follows:
a) write program title and number;
b) in the step and unit column write "A" and the unit the child is on.

Step B

Step Objective: Child generates a logical consequence.

Materials: Same as Step A.

Teaching Procedure: Place one picture on the table in front of the child. Cue, "WHAT WOULD HAPPEN IF (NAME CHARACTER IN THE PICTURE, e.g., THE PRINCE)(STATE BEHAVIOR), e.g., WENT OUTSIDE THE CASTLE WITHOUT HIS ARMOR?" Child should state one logical consequence to the cue. If child does not come up with any logical consequences offer one and then cue again. Vary the pictures presented.

Recording Procedure: Same as Step A except in the step column write "B".

Step C

Step Objective: Child generates logical consequences.

Materials: Same as Step A.

Teaching Procedure: Place one picture on the table in front of the child. Cue, "WHAT WOULD HAPPEN IF (NAME CHARACTER)(STATE BEHAVIOR). Child should state two or more logical consequences to the cue.

Recording Procedure: Same as Step A except in the step column write "C".

TASK SHEET

Developmental Area: SOCIALIZATION

Task: PREDICTING CONSEQUENCES

Task Objective: Child predicts consequences for behaviors

Outline of Programs in Task

Program I: CHILD PREDICTS CONSEQUENCES OF BEHAVIOR
- **Step A:** Selects consequence
- **Step B:** Generates consequence
- **Step C:** Generates possible consequences

Program II: CHILD PREDICTS CONSEQUENCES OF OWN BEHAVIOR
- **Step A:** Identifies consequence of own behavior after occurrence
- **Step B:** Predicts consequences of own behavior.

PROGRAM SHEET

Task: PREDICTING CONSEQUENCES

Program II: CHILD PREDICTS CONSEQUENCES OF OWN BEHAVIOR

Program Objective: Child predicts consequences of own behavior

Prerequisite Behaviors: Identifying the feeling of self and others, uses cause and effect reasoning.

Step A

Step Objective: Child identifies consequences of own behavior after consequence occurs.

Materials: None

Teaching Procedure: Teaching this objective requires a great deal of flexibility and creativity on the part of the teacher. The objective is to determine if the child is able to state the consequences of his behavior after his behavior has been consequated. For example, cue, "WHEN YOU CAME TO YOUR MAT AFTER THE BELL RANG, WHAT HAPPENED NEXT?" Child should state the consequence, e.g., "I GOT A RAISIN." Teacher gives many opportunities for child to state consequence to behavior which has already occurred. Teacher give opportunities not only during constructive teaching period, but as behaviors are consequated during the day.

Recording Procedure: Code the data sheet as follows:
a) record the program and title;
c) in the step and unit column write "A".

Step B

Step Objective: Child predicts consequences of own behavior.

Materials: None

Teaching Procedure: Teacher gives opportunities when appropriate throughout the day. The objective of this step is to determine if the child can predict the consequences to his behavior before the behavior has been consequated. Cue, "IF YOU DO _____, WHAT WILL HAPPEN NEXT?" Child should predict a logical consequence to behavior.

Recording Procedure: Code the data sheet as follows:
a) record the program and title;
b) in the step and unit column write "B".

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: REST/RELAX

Prerequisite Behaviors:

Component Behaviors:

1. Child goes to mat or towel with assistance.
2. Child goes to mat or towel upon request.
3. Child stays on mat or towel with assistance.
4. Child stays on mat or towel without assistance.
5. Child stays on mat or towel without assistance and is quiet during the rest period.

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental area: SOCIALIZATION

Group Program: MAKING TRANSITIONS

Prerequisite Behaviors: Follows Directions

Component Behaviors:

1. With teacher assistance, child changes activity:
   a) without resistance or delay; and
   b) without interfering with other children

2. Child changes activity by performing either (a) or (b) independently

3. Child changes activity by performing both (a) and (b) independently

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: PARTICIPATING IN GROUP ACTIVITY

Prerequisite Behaviors:

Component Behaviors:

1. Child attends to activity by observing others without interfering with activity or others.
2. Child participates when given direct cues.
3. Child initiates participation in group activity.

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: FOLLOWING GAME RULES

Prerequisite Behaviors: Waits and takes turn, sharing, makes choices, persists in task.

Component Behaviors:

1. Child follows rules of simple game with assistance from teacher.
2. Child follows rules of simple game independently.

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: PUTTING THINGS AWAY

Prerequisite Behaviors: Follows directions

Component Behaviors:

1. Following cue from teacher, "HELP PUT AWAY THE TOYS," the child puts away toys and materials with assistance from the teacher.
2. Following due from teacher, child puts away toys and materials with teacher modeling putting away toys next to the child.
3. Following cue from teacher, child puts away toys and materials independently.

Activities:

_____

_____

_____

_____

_____

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: WAITING TURN

Prerequisite Behaviors: Attends to name, visual and auditory stimuli, follows simple directions.

Component Behaviors:

1. Child stays in designated area while others take their turn, e.g., stays in line, seat, etc. and does not bother other children.
2. Child waits quietly until teacher indicates it is his turn, e.g., does not ask repeatedly if it is his turn.
3. Attends to activity or group while others take their turns.

Activities:

1. Body Bridges _____

_____

_____

_____

_____

ACTIVITY SHEET

Group Program: WAITING TURN

Activity: BODY BRIDGES

Component Behaviros:

1. Child stays in designated area while others take their turn, e.g., stays in line, seat, etc. and does not bother other children.

2. Child waits quietly until teacher indicates it is his turn, e.g., does not ask repeatedly if it is his turn.

3. Child attends to activity or group while others take their turns.

Materails: None

Time: 5- 10 minute sessions.

Teaching Procedure: Children sit in chairs or on mats in an open area while the teacher demonstrates how to make a bridge out of her body. To make a bridge bend over placing hands on the ground approximately two feet in front of your feet.
Call on the children one at a time and have them crawl under the bridge.
Then, let the children take turns being the bridge and calling on the children to crawl under the bridge.

Adaptations: For children who cannot make a bridge or who are too small to make a large enough bridge for the children to crawl under, have two children make the bridge. This is done by having the two children stand facing each other approximately two feet apart and joining hands above their heads.

GROUP PROGRAM SHEET

Developmental Area: SOCIALIZATION

Group Program: MAKING TRANSITIONS

Prerequisite Behaviors: Attends to auditory stimuli

Component Behaviors:

1. Child walks to activity with verbal cue only.
2. Child walks to activity and joins groups, sits in a chair, etc.
3. Child walks to activity center when cued, "IT'S TIME FOR (ACTIVITY)e.g., LUNCH, BUS, BATHROOM."
4. Child remains in assigned activity area.

Activities:

_____

_____

_____

_____

_____

TASK SHEET

Developmental Area: SOCIALIZATION

Task: FOLLOWING COMMANDS*

Task Objective: Child carries out simple command on request

Outline of Programs in Task

Program I: FOLLOWS ONE-STEP COMMANDS
- **Step A:** Carries out commands with model.
- **Step B:** Carries out commands.

Program II: FOLLOWS TWO-STEP COMMANDS
- **Step A:** Carries out 5 commands with model.
- **Step B:** Carries out 5 commands.

Program III: FOLLOWS THREE-STEP COMMANDS
- **Step A:** Carries out 5 commands.

Program IV: FOLLOWS COMMANDS TO PERFORM ERRAND
- **Step A:** Performs errand with two-step command with model.
- **Step B:** Performs errand with two-step command without model.
- **Step C:** Performs errand with three-step command without model.

*This task has been added to the Communication Curriculum for children who can understand two or more word utterances and need additional practice in following commands and directions. In selecting commands to program, the child should be able to perform the activity the command requires.

PROGRAM SHEET

Task: FOLLOWING COMMANDS

Program IV: FOLLOW COMMANDS TO PERFORM ERRAND

Prerequisite Behaviors: Carries out three-step command

Step A

Step Objective: Child carries out a two-step command errand with model.

Materials: Objects needed to carry out commands, e.g., envelope

Teaching Procedure: Material Selection- Select functional two-step commands which require errands, e.g. "BRING THE ENVELOPE TO THE OFFICE AND CLASSROOM."; or "ASK MRS. SMITH IF WE CAN BORROW HER GLUE AND THEN COME BACK TO THE CLASSROOM." Select commands for activities the child can perform and that may occur in his everyday routine.

Setting - The two-step command errand should require the child to change settings, e.g., from the classroom to another room in the building or from the playground to the school building. Vary the settings.

Material Arrangement- Arrange materials and environment so the commands can be carried out. Vary the command.

Model- Obtain child's attention, cue, and then have peer or self model the response.

Cue- "(CHILD'S NAME) (TWO-STEP COMMAND ERRAND.)"

Response: Child should carry out command without assistance.

Criterion- 9/10 correct responses.

Correctional Procedure-recue and give manual assistance in carrying out command.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A".

Step B

Step Objective: Child carries out two-step command errand on request.

Materials: Same as Step A.

Teaching Procedure: Same as Step A except do not model correct response.

Recording Procedure: Same as Step A except in the step and unit column write "B".

Step C

Step Objective: Child carries out three-step command errand on request.

Materials: Same as Step A

Teaching Procedure: Material Selection - Select functional three-step commands which require errand, e.g., "TAKE THIS MONEY TO THE CAFETERIA, GET THE LUNCH TICKETS, AND COME BACK TO THE CLASSROOM." Select commands for activities the child can perform and that may occur in his everyday routine.

Setting - The three-step command errand should require the child to change settings, e.g., from the classroom to another room in the building or from the playground to the school building. Vary the settings.

Material Arrangement-Arrange materials and environment so the commands can be carried out. Vary the command.

Model - Obtain child's attention, cue, and then have peer or self model the response.

Cue- "(CHILD'S NAME) (THREE-STEP COMMAND ERRAND.)"

Response-Child should carry out command without assistance.

Criterion-9/10 correct responses.

Correctional Procedure- recue and give manual assistance in carrying out command

Recording Procedure: Code the data sheet as follows:

a) record the program title and number;

b) in the step and unit column write "C".

PROGRAM SHEET

Task: FOLLOWING COMMANDS

Program I: FOLLOWS ONE-STEP COMMANDS*

Program Objective: Child carries out one-step commands on request

Prerequisite Behaviors: Attends to teacher, imitates movements.

Step A

Step Objective: Child carries out one-step commands with a model.

Materials: Objects needed to carry out commands, e.g., chair, blocks and container, pull toys.

Teaching Procedure: Material Selection - Select 5 functional one-step commands, e.g., "SIT DOWN," "PUT IN," "SIT ON RUG," "HAND UP COAT." Select commands for activities the child can perform and that he performs in his everyday routine.

Setting - Where activities generally take place e.g., classroom, playground, home. If activities take place in several settings, vary the settings.

Material Arrangement - Arrange materials and environment so the commands can be carried out. Vary the commands.

Model - Obtain child's attention, cue, and then have peer or self model the response.

Cue - "(CHILD'S NAME) (ONE-STEP COMMAND)."

Response - Child should carry out command without assistance.

Criterion - 9/10 correct reponses.

Correctional Procedure - Recue and give manual assistance in carrying out command.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A".

Step B

Step Objective: Child carries out one-step commands on request.

Materials: Same as Step A.

Teaching Procedure: Same as Step A except do not model correct response.

Recording Procedure: Same as Step A except in the step and unit column write "B".

*This program may be repeated numerous times using different commands.

PROGRAM SHEET

Task: FOLLOWING COMMANDS

Program II: FOLLOW TWO-STEP COMMANDS*

Program Objective: Child carries out two-step commands on request.

Prerequisite Behaviors: Carries out one-step commands.

Step A

Step Objective: Child carries out two-step commands with a model.

Materials: Objects needed to carry out commands, e.g., chair, blocks and container, pencil and paper.

Teaching Procedure: Material Selection - Select 5 functional two-step commands, e.g., "HANG UP YOUR COAT AND SIT ON RUG," "WASH YOUR HANDS AND GET A DRINK." Child should already be able to carry out each step of the command individually. Select commands for activities the child can perform.

Setting - Where activities generally take place, e.g., classroom, playground, home. If activities take place in several settings, vary the settings.

Material Arrangement - Arrange materials and environment so the commands can be carried out. Vary the commands.

Model - Obtain child's attention, cue, and then have peer or self model the response.

Cue - "(CHILD'S NAME) (TWO-STEP COMMAND)."

Response - Child should carry out command without assistance.

Criterion - 9/10 correct reponses.

Correctional Procedure - Recue and give manual assistance in carrying out command.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A".

Step B

Step Objective: Child carries out two-step commands on request.

Materials: Same as Step A.

Teaching Procedure: Same as Step A except do not model correct response.

Recording Procedure: Same as Step A except in the step and unit column write "B".

---

*This program may be repeated numerous times using different commands.

PROGRAM SHEET

Task: FOLLOWING COMMANDS

Program III: FOLLOWS THREE-STEP COMMANDS*

Program Objective: Child carries out three-step commands on request.

Prerequisite Behavior: Carries out two-step commands.

Step A

Step Objective: Child carries out three-step commands on request.

Materials: Objects needed to carry out commands, e.g., paper and pencil, blocks, scissors.

Teaching Procedure: Material Selection - Selects functional three-step commands, e.g., "THROW AWAY YOUR TRASH, WASH YOUR HANDS, AND GET A DRINK.: "GO TO YOUR CUBBY, GET OUT YOUR PAINT SHIRT, AND PUT IT ON." Child should already be able to carry out each step of the command individually. Select commands for activities the child can perform.

Setting - Where activities generally take place, e.g., classroom, payground, home. If activities take place in several settings, vary the settings.

Materials Arrangement - Arrange materials and environment so the commands can be carried out. Vary the commands.

Model - Obtain child's attention, cue, and then have peer or self model the response.

Cue - "(CHILD'S NAME) (THREE-STEP COMMAND)."

Response - Child should carry out command without assistance.

Criterion - 9/10 correct responses.

Correctional Procedure- Recue and give manual assistance in carrying out command.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A".

*This program may be repeated numerous times using different commands.

TASK SHEET

Developmental Area: COMMUNICATION

Task: ATTENDING

Task Objective: The child looks at speaker when he hears his name and looks at teacher or task when cued.

Outline of Programs in Task

Program I: ATENDS TO NAME
- **Step A:** Responds to sounds.
- **Step B:** Responds to name.
- **Step C:** Responds to name when engaged in activity.

Program II: ATTENDS TO TEACHER AND TASK
- **Step A:** Attends to teacher.
- **Step B:** Puts hands in lap and attends to task.

PROGRAM SHEET

Task: ATTENDING

Program I: ATTENDS TO NAME

Program Objective: The child looks at the speaker when he hears his name.

Prerequisite Behaviors: Turns head and focuses eyes.

Step A

Step Objective: The child responds to sound by turning his head toward the direction of the sound.

Materials: Things that make noise such as musical instrument, bell, clacker, jack-in-the-box.

Teaching Procedure: Setting - Child should be sitting or standing and not engaged in an activity.

Material Arrangement and Cue - Make noise with object when it is placed to the side of the child's head according to unit directions. Vary randomly placing noisemaker on right and left side of head. He should not be able to see the noisemaker.

Response - The child should turn his head and look at the object. When the child looks at the object incrase the sound and let him touch, hold, and/or play with the object.

Criterion - 8/10 correct responses for Units 1 and 2.
- 9/10 correct responses for Unit 3.

Correctional Procedure - Gently hold child's head and turn it toward the sound, making sure not to obstruct his view of the noisemaker with your body.

Units:
1. Hold noisemaker 1 foot away from child's head.
2. Hold noisemaker 3 feet away from child's head.
3. Hold noisemaker 5 feet away from child's head.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A" and the unit the child is on;
c) in each opportunity box write "R" if presented right side and "L" if presented on left side.

Step B

Step Objective: The child looks at the speaker when he hears his name.

Materials: Different people to say child's name.

Teaching Procedure: Setting - Same as Step A.
Material Arrangement - Same as Ste A except familiar person talks to child and says child's name instead of using noisemaker.
Cue according to unit directions.
Response - The child should turn and look at the speaker. When the child looks at speaker, speaker should smile, and child may go to speaker or vice versa.
Criterion - 8/10 correct responses for Units 1 and 2.
- 9/10 correct responses for Unit 3.
Correctional Procedure - Same as Step A.

Units: 1. Stand 1 foot away from child. Talk playfully to child. Cue, e.g. "HELLO, (CHILD'S NAME) HOW ARE YOU TODAY?"
2. Stand 3 feet away from child. Cue, "(CHILD'S NAME)."
3. Stand 5 feet away from child. Cue, "(CHILD'S NAME)."

Recording Procedure: Same at Step A except in the step and unit column write "B" and the unit the child is on.

Step C

Step Objective: The child looks at the speaker when he hears his name and is engaged in an activity.

Materials: Materials needed for activities the child likes to do.

Teacher Procedure: Setting - Areas where child can engage in activities such as play area, gross motor area, playground.
Material Arrangement - When child is engaged in activity, cue. The speaker should place himself according to unit directions.
Cue - according to unit directions.
Response - Same as Step B except when child looks at speaker, speaker should have reason for child's looking such as time to change activities.
Criterion - 8/10 correct responses for Units 1 and 2.
- 9/10 correct responses for Unit 3.
Correctional Procedure - Recue using louder voice or move closer to child and recue. If child still does not respond, prompt him by turning his head towards speaker.

Units: 1. Stand 3 feet away from child.
2. Stand 10 feet away from child.
3. Stand across room, playground.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "C" and the unit the child is on;
c) in the comment column note the setting.

PROGRAM SHEET

Task: ATTENDING

Program II: ATTENDS TO TEACHER AND TASK

Program Objective: Child looks at teacher or puts his hands in his lap and looks at task.

Prerequisite Behaviors: Responds to name.

Step A

Step Objective: Child looks at teacher's face for at least 5 seconds.

Materials: Objects child like such as toys, food.

Teaching Procedure: Setting - Use 1 to 1 teaching setting, with child and teacher in chairs with table or desk in between. Sit so you are child's eye level.

Materials Arrangement - Show child object and gain his attention. Then place object next to face and cue.

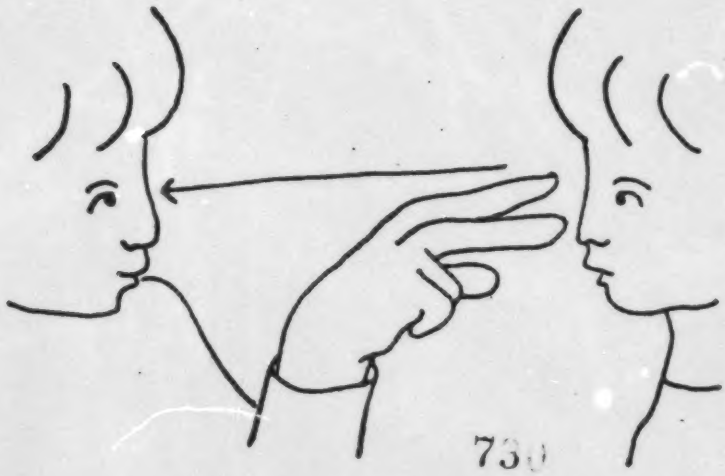
Cue - "(CHILD'S NAME), LOOK AT ME", or "LOOK AT ME."

Response - Child should look at your face for a designated time (see Units). When child is looking at your face smile and talk to him. When child has given a correct response give him object to interact with.

Criterion - 8/10 correct responses for Unit 1.
- 9/10 correct responses for Unit 2.

Correctional Procedure - If child does not look at your face place 2 fingers in front of child's eyes and move fingers to in front of your eyes.

Example:



If child still does not look at your face, prop child by gently turning his head so that his eyes focus on your face.

Units: 1. Child looks at teacher's face for 2 seconds.
2. Child looks at teacher's face for 5 seconds.

Recording Procedure: Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A" and the unit the child is on.

Step B

Step Objective: Child looks at task for at least 10 seconds.

Materials: Object that is of interest to the child and can be manipulated, such as jack-in-the-box, blocks, beads.

Teaching Procedure: Setting - Same as Step A.
Material Arrangement - have child sit in chair. Place object on table.
Cue - "HANDS IN LAP." When child's hands are in his lap cue, "LOOK AT THIS," or "LOOK AT (OBJECT)," while pointing to and then manipulating object.
Response - Child should put hands in lap and look at object for a designated time (see Units).
Criterion - 8/10 correct responses for Units 1 and 2.
- 9/10 correct responses for Unit 3.
Correctional Procedure - Prop child by putting his hands in his lap and/or gently turning his head so he focuses on the object.

Units: 1. Child should put hands in lap and look at object for 2 seconds.
2. Child should put hands in lap and look at object for 5 seconds.
3. Child should put hands in lap and look at object for 10 seconds.

Recording Procedure: Same as Step A except in the step and unit column write "B" and the unit the child is on.

PROGRAM SHEET

Task: ATTENDING

Program III: INCREASING APPROPRIATE ATTENDING BEHAVIORS

Program Objective: Child will appropriately attend to task. Duration of attending behaviors should extend from 2 to 8 minutes.*

Prerequisite Behaviors: Responds to name and establishes eye contact.

Program Adaptations: The programs and activities used should be varied. Exciting activities should be planned and presented.

Step A

Step Objective: Child looks at and manipulates activity/materials for a minimum of 2 minutes in a one-to-one setting.

Materials: Use programs and activities which the child enjoys and performs successfully. Any successfully completed program can be utilized for this attending program. As examples, the adjacent puzzle program can be used or playing with a car. A timing device, a watch with a second hand or a stop watch is needed.

Teaching Procedure: Use 1 to 1 teaching setting, with child and teacher in chairs with a table or desk between them. Sit so you are at child's eye level. If using a program, follow the teaching procedure for that particular program. Use the step and unit most successful for the child. Have enough available materials to occupy a 2 minute time span. The purpose of this program is to increase attending behavior. Completion of an activity should be encouraged, but it is not the primary objective of this program.
Cue - Use cues from the selected program.
Correctional Procedure - If the child does not look at or manipulate the presented activity, prop the child by gently turning his head so that his eyes focus on the activity. Then, Cue, "LET'S GO ON." or "LET'S DO MORE."

*This program is for increasing appropriate attending behaviors. The number of minutes were selected for a particular population and should be adjusted for each individual child.

Units:
1. Child looks at and manipulates activity for 2 minutes with prompting.
2. Child looks at and manipulates activity for 2 minutes without prompting.
3. Child looks at and manipulates activity for 4 minutes with prompting.
4. Child looks at and manipulates activity for 4 minutes without prompting.
5. Child looks at and manipulates activity for 6 minutes with prompting.
6. Child looks at and manipulates activity for 6 minutes without prompting.
7. Child looks at and manipulates activity for 8 minutes with prompting.
8. Child looks at and manipulates activity for 8 minutes without prompting.

Recording Procedures: DATA IS TAKEN ON THE LENGTH OF ATTENTION SPAN, NOT THE RESPONSES TO THE PROGRAM OR ACTIVITY USED.
Code the data sheet as follows:
a) record the program title and number;
b) in the step and unit column write "A" and the unit the child is on.

Step B

Step Objective: Child looks at and manipulates activity for a minimum of 2 minutes without supervision.

Materials: Same as Step A

Teacher Procedure: Teacher cues child and moves away.
Cue - use cues from the selected program.
Correctional Procedure: Same as Step A

Units: Same as Step A

Recording Procedure: Same as Step A.

Step C

Step Objective: Child looks at and manipulates a less reinforcing activity/materials for a minimum of 2 minutes without supervision.

Materials: Use less reinforcing programs, materials and activities for the individual child but at an independent level.

Teaching Procedure: Same as Step B.

Units: Same as Step A

Recording Procedure: Same as Step A.

Step D

Step Objective: Child looks at and manipulates less reinforcing activity/materials for a minimum of 2 minutes in a group setting.

Materials: Same as Step C except the child is participating in a group program or activity.

Teaching Procedure: Same as Step A except in a group setting.

Units: Same as Step A.

Recording Procedure: Same as Step A.

APPENDIX B

ORDER FORM

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

Project First Chance
Arizona Behavior Analysis Model Preschool
Department of Special Education
College of Education
The University of Arizona
Tucson, Arizona 85721
(AC 602 - 626-3248)

CHECKS PAYABLE TO: PROJECT FIRST CHANCE

The items listed below will give the reader an overview of the information and printed materials that Project First Chance now has in various stages of completion. Readers who are interested in receiving any of these products should contact the Project First Chance Director, Jeanne McRae McCarthy, at the address above. These materials are offered at cost.

PRODUCT TITLE	Form	Unit Price	Quantity	Sub-Total
Assessment for Instructional Purposes	____	5.00	_____	_____
Contents:				
Assessment of Young Children with Special Needs				
The Arizona Behavior Analysis Criterion Utilization Scale				
Communication Sample				
The Intake Assessment				
Cross Index of Stanford-Binet/ ABACUS Data				
Expectancy (Regression) Comparison Formula				
Group Profiling of ITPA Data				
Child/Family History				
Systematic Data Monitoring	____	5.00	_____	_____
Contents:				
Philosophy of Data Collection				
The Individual Education Plan as a Process				
Directions for Use of the Individual Education Plan				
Individual Education Plan Format				
Introduction to Systematic Data Monitoring -				
Communication Competence Inventory				
Functional Contingency Inventory				
Intro to the Data Collection				
Procedures for Taking Baseline Data				
Procedures for Daily Updating of Clipboards				
The Maintenance Record				
Group Data Collection -				
Procedures for Group Data Collection				
Performance on Group Programs Raw Data Sheet				
The Weekly Data Evaluation of Individual and Group Programs				
The Staffing Review Process				

NAME _____

ADDRESS _____

CITY _____

STATE _____ ZIP _____

Project First Chance
Arizona Behavior Analysis Model Preschool
Department of Special Education
College of Education
The University of Arizona
Tucson, Arizona 85721
(AC 602 - 626-3248)

PRODUCT TITLE	Form	Unit Price	Quantity	Sub-Total
Curricular Programming for Young Handicapped Children	____	$12.00	_____	_____

Contents:

- Introduction
- Body Management - Individual Programming
- Self-Care - Individual Programming
- Communication - Individual Programming
- Preacademics - Individual Programming
- Socialization - Individual Programming
- Body Managment - Group Programming
- Self-Care - Group Programming
- Communication - Group Programming
- Preacademics - Group Programming
- Socialization - Group Programming

If all three books are ordered at one time total price will be $20.

Thank you for your interest in PROJECT FIRST CHANCE.

PLEASE MAKE CHECK PAYABLE TO: PROJECT FIRST CHANCE.

APPENDIX B

ABACUS MATERIALS BY AREA

ABACUS MATERIALS
(Listed by Areas)

I. Body Management

Gross Motor (Items 1 - 26)

Pillow
Child's chair, without sides or arms
Table
8-12 inch rubber ball
Incline surface of 10-15 , 3 to 4 ft. long
Stairs with minimum of 3 standard steps, rail optional
Toy of interest
Tricycle, hard cement surface
Climbing apparatus having at least 5 rung ladder and slide
Walking beam no wider than 6" and at least 4' long
Bean bag 4 X 4"
Adjustable jump standard and bar
Running course with 2 turns indicated by 2 markers, cones or

Fine Motor (Items 1 - 21)

3" ball (Nerf Ball)
Pegs or beads
5 blocks or large beads
Small car or truck
Stacking ring toy, rings may vary in size
Pegboard, pegs sized one inch or more
Pegboard with small pegs.
Formboard with circle, square, triangle, rectangle
6 one inch cubes
Cobblers bench or similar pounding toy
Jack-in-the-Box with crank handle
Paste or glue, paper, picture
Easel, paper, paint
4 nesting cups
4 large beads, string with reinforcing tip
6 pc. interlocking puzzle
Scissors, 4" X 4" paper

II. Self Care

A. Dressing

Socks
Pants
Shoes
Shirt
Coat
Button
Zipper
Clothing with snaps
Belt with buckle
Shoes with laces

B. Toileting

Bathroom

C. Groom

Sink
Water
Soap
Towel
Tissue
Wastebasket

II. Self Care (contd.)

D. Eating

Cup with liquid
Semi-solid food
Solid food
Spoon, fork, bowl, plate
Finger food
Straw
Knife, bread, spreadable
Napkin

E. Mechanical Know-How

Door with knob
Water fountain
Small pitcher with liquid

F. Safety

Street Curb
Steps
Scissors

III. Communication

A. Prerequisites

Bell or noise maker
Chair
(5 or more piece) puzzle or toy
Blocks
Cup
Ball
Toy dog
Spoon
Doll

B. Comprehension of One Word Utterance

Toy Car
Toy chair
Picture of Children: running, sitting, washing, eating, sleeping
*Food or drink child likes
Doll and doll house
*3 foods, drink, or objects child does not like
4 dolls - 1 big, 1 broken, 1 little, 1 dirty
5 articles of child's clothing
5 articles of teacher's clothing

C. Production of One Work Utterance

(These items will be the same as those for Comprehension.)

IV. Preacademics

A. Thinking Skills

Small toy of interest
3 Box lids (capable of covering toy above)
3 pair of objects: 2 spoons, 2 toy cars, 2 dolls
Paper bag, 4 objects: ball, block, key, toy dog,
Toy telephone
6 blocks
3 objects and 3 matching pictures: toy, car, telephone, spoon
5 objects: cup, button, penny, spoon, block

A. Thinking Skills (contd.)

2 sets of 4 basic 2-dimensional shapes: circle, square, triangle, rectangle. 2 to 3 inches in size and all the same color

2 sets of 6 basic color cubes: yellow, blue, red, green, orange, black

Individual pictures of: hammer, nail; shoe, sock; milk carton, glass; comb, brush.

Pictures of animals: dog, cat, horse

*Food: orange, sandwich, ice cream cone; Clothes; shoe, coat, soc

Set of picture cards (2 matching - 1 different)

a) fruit
b) cars
c) balls

Set of 5 cards, each card has 2 simple line drawings

a) two identical houses
b) sock, hat
c) bird, dog
d) two identical trees
e) ball, block

B. Reading Skills

Book of colorful pictures (including dog, fork, girl, airplane, telephone)

Pictures of 5 objects; doll, spoon, ball, car, shoe

Set of 5 pictures with simple line drawings:

doll with arm missing
car with tire missing
cup with handle missing
shoe with lace missing
hand with finger missing

One picture of 4 toys

4 cards: 1 with child's name printed on it, 3 with other children's names

5 pairs of cards as outlined below

B	TcBX
R	ASHR
I	ISPA
f	bfhg
m	mupr

2 sets of color word cards written in brown ink on 4" X 5 1/2" paper. One card for each of the six basic colors, yellow, blue, red, green, orange, black

2 three-card picture stories: eating an ice cream cone, putting on shoes and socks

Labels cut out of 6 common objects: Coke carton, McDonald's sack, milk carton, stop sign, bread wrapper, Crest box

C. Math Skills

Raisins, cereal, peanuts
Identical sets of 12 blocks or counters
Identical sets of numeral cards 6-10
Set of numeral cards 1-5

D. Writing Skills

Primary pencil or primary crayon
Papers (any kind)
3 pieces of 4" X 5 1/2" paper each having 1 pair of 5" long horizontal lines 1" apart
3 pieces of paper same as above only make lines vertical and 1" apart
3 or more pieces of 8 1/2 X 11 paper
Unlined paper

V. Socialization

Toys of interest
Child height hook
Sweater or coat
Child size chair
Snack items

DEVELOPMENTAL AREA	CAN DO	CANNOT DO	GOAL	OBJECTIVES LEADING TO GOAL
BODY MANAGEMENT				
SELF-CARE				
COMMUNICATION				
PRE-ACADEMICS				
SOCIALIZATION				

APPENDIX B

BEHAVIORAL TERMINOLOGY EXAMINATION

PROJECT FIRST CHANCE

Behavioral Terminology Examination

Name _____ Pre _____

Date _____ Post _____

1. Please write the following terms in the blanks before the appropriate definitions:

Intrinsic reinforcers	Time-Out	Isolation
Baseline	Cue	Non-compliant behavior
Behavior	Exclusion	Token Economy
Prop	Generalization	Contingency
Shaping	Fading	Reverse Chaining
Aggressive behavior	Complete Aid	Behavioral assessment
Model	Placement test	Prompt
Attention	Consequence	Self-indulgent behavior
Positive reinforcer	Aversive Consequence	Intrinsic reinforcers
Partial Aid	Primary Reinforcer	

_____ An aversive consequence which removes the child from any means of reinforcement.

_____ Internalized reinforcers increasing a behavior without the use of external reinforcers.

_____ Any observable and/or measurable action.

_____ An aversive consequence, a type of Time-Out, which places the child away from any physical or visual contact with others, away from any means of reinforcement.

_____ Consequence that increases or strengthens a behavior.

_____ Accepting of approximate responses as correct with the ultimate aim of requiring the precise correct response.

_____ Data collected on a behavior that occurs before teaching is initiated.

_____ Consequence that decreases or weakens a behavior.

_____ An aversive consequence, a type of Time-Out, which just temporarily removes the child from the immediately reinforcing situation. Example: being turned away from the group for 30 seconds.

_____ Data based method for measuring child's current abilities to perform specific behaviors.

_____ Feedback immediately following a behavior that increases or decreases a behavior's occurrence.

_____ A reinforcement system set up in which tangible objects are used as reinforcers to be later exchanged for desired objects or activity.

_____ Signal, request or condition that does or can be made to influence the occurrences of a behavior.

_____ Gradual removal of aids, and reinforcers for a behavior with the ultimate aim of eliciting the precise correct response without aids or reinforcers.

_____ Assistance provided to the child throughout the elicitation and occurrence of a behavior.

_____ A form of aid which demonstrates the behavior being required from the child.

_____ Reinforcers that satisfy certain biological needs such as eating and drinking which are not learned.

_____ A type of cue which informs the child of a behavior that is either required or desired and which also provides information as to the consequences to the child for performing this behavior.

_____ Child is sitting with hands in lap, maintaining eye contact with the teacher.

_____ A form of aid which physically moves the child through a behavior to produce a desired response.

_____ A form of aid which verbally or gesturally influences the occurrence of a behavior.

_____ Minimal assistance provided to the child that helps to influence and elicit the occurence of parts of a behavior.

attending - (child) focusing of attention on teacher and/or activity (ignorning other stimuli).

attention - (teacher) any contact teacher has with child whether it be visual, physical, verbal or spatial.

baseline - measure of child's current abilities to perform specific behaviors prior to teaching.

probe - a check, using baseline procedures, which occurs after teaching has begun to determine whether child is working on appropriate step or unit.

cue - verbal or physical instruction.

reinforcers - any consequence, tangible or intangible, which occurs after a behavior which increases the frequency of the behavior.

contingency - a type of cue which informs the child of a behavior that is either required or desired and which also provides information as to the consequences to the child for performing this behavior.

consequence - anything that happens after a behavior as a result of that behavior.

compliance - performance of behavior requested.

interferring behavior - a behavior that inhibits the learning of a desired behavior.

task analysis - breaking down of a skill into teachable components.

generalization - use of learned behaviors outside of the teaching environment.

aid - assistance provided to the child - physical or verbal.

fade - gradual disappearance (aids, reinforcers).

behavior - any observable and/or measurable action.

shaping - teaching successive approximations of a behavior with the ultimate aim of requiring the precise correct response.

ignore - total removal of attention (physical, visual, verbal, spatial).

spotting - use of additional adult assistance for extending child's capabilities during an activity (manual help or attending assistance).

distractor - a diversionary stimulus.

prompts -(e.g., give initial letter or sound of desired response or give the context of the correct response, "You were there last Sunday."

Props - same as manual guidance or putting the child through the motions, of the desired response

Three Critical Areas of an Effective Preschool Program

SCHEDULE

(How efficiently are you using your time?)

A. Is the time being used effectively for each child as he goes through the program-

1. Selection of appropriate activities

   Is the child receiving individual programming and group activities according to goals stated in his I.E.P?

2. Intensity of programming

   a. How often is each child being seen on an INDIVIDUAL basis DAILY?

      (How much intense programming is each child receiving?)

   b. What goals are being accomplished through the GROUP ACTIVITIES?

B. How effectively are you using your staff?

DATA MONITORING SYSTEM

A. Is the data helping to provide direction for the child's program?

1. How do you know that the child wouldn't have learned these skills without instruction?

   (How do you know that it was the teacher that caused the change).

2. How does the data help direct the program while it is being run?

3. How can you prove that you have helped a child to attain certain goals at the completion of your program?

BEHAVIOR MANAGEMENT

A. Are the antecedents being arranged to help elicit desireable behaviors?

B. Are the consequences being managed properly (reinforcers used to sustain desireable behaviors, etc.) and consistently